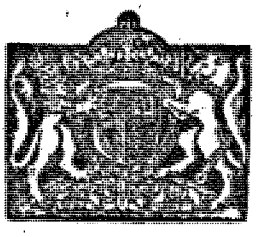

Quinquennial Report

on

Public Instruction in the Bombay Presidency

For the Years 1922-1927

[Price—Re. 1 As. 2 *or* 1*s.* 1*d.*]

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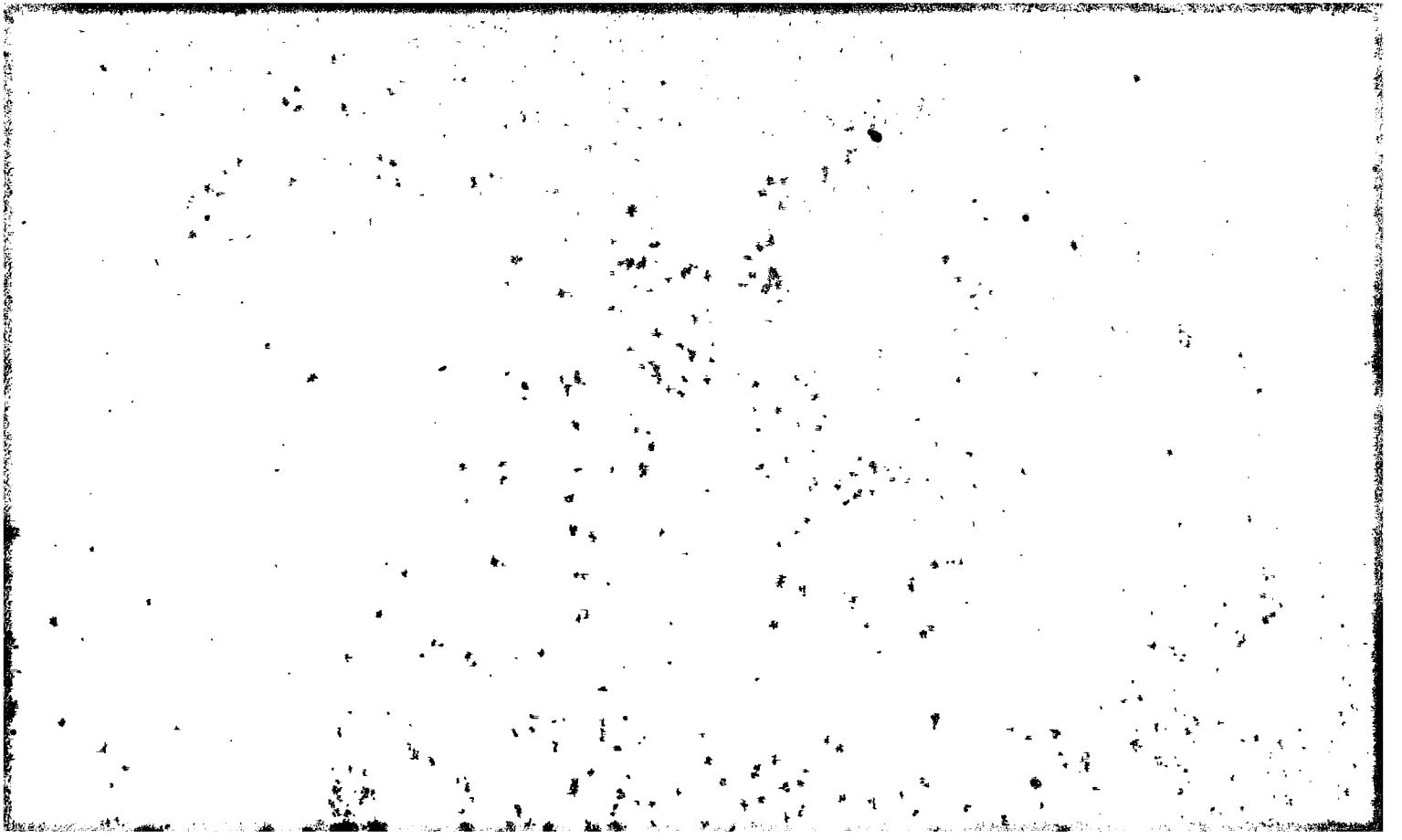
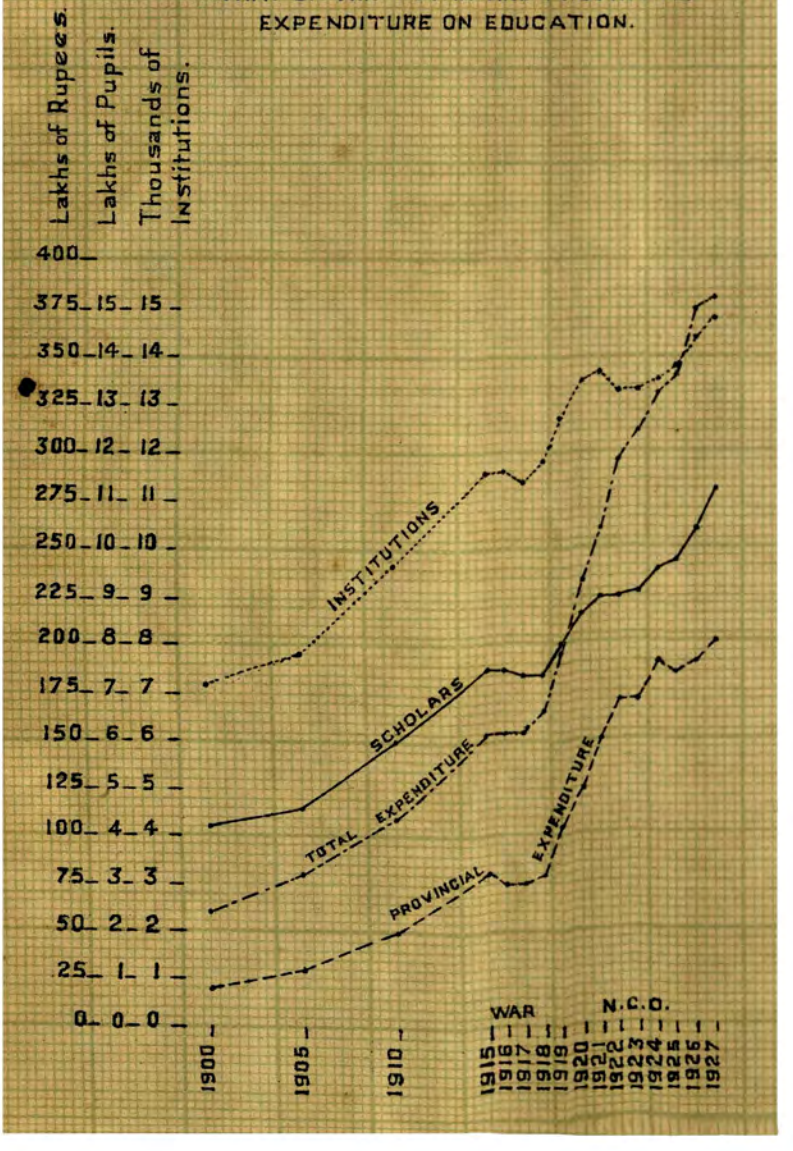


GRAPH SHOWING THE GROWTH IN THE NUMBER OF RECOGNISED INSTITUTIONS AND SCHOLARS AND THAT OF THE TOTAL AND PROVINCIAL EXPENDITURE ON EDUCATION.



QUINQUENNIAL REPORT ON PUBLIC INSTRUCTION IN THE BOMBAY PRESIDENCY FOR THE YEARS 1922-1927.

CHAPTER I.

General Progress.

Control.

1. The Control of Public Instruction of all kinds is exercised by Government through the Director of Public Instruction, except that Government deal direct with the University on questions of Higher education. The five Divisional Inspectors are directly responsible to the Director for the general management of all Secondary and Primary schools in their Divisions. The general control of Technical and Industrial education lies with a Committee of Direction composed of officials and non-officials.

Classification of Institutions.

2. Educational institutions are classified as Public or Private according to the courses of study followed in them. Public institutions are again divided according to management. Those managed by Government or by a District Local Board or a Municipality are classed as "publicly managed" institutions; while those conducted by private individuals or by societies are termed "privately managed" and are divided into "Aided" or "Unaided" according as they receive or do not receive grants from Government or Local Bodies.

Institutions are also classed as recognised and unrecognised. All institutions are also classified into Primary schools, Secondary schools, Colleges, or Special schools according to the curriculum which they follow.

Institutions.

3. The total number of institutions increased during the quinquennium by 1,378, or by 9·3 per cent., to 16,211. Recognised institutions increased by 1,542 to 14,784, while unrecognised institutions decreased by 164 to 1,427. Of the recognised institutions, 15 are Arts and 10 Professional Colleges, 529 Secondary schools, 13,835 Primary schools, and 395 Special schools. The 13,835 Primary schools were distributed among 10,244 out of 26,731 inhabited towns and villages, the number of towns and villages with Primary schools showing an increase of 557 during the quinquennium. As compared with the preceding year, the total number of institutions showed an increase of 479—413 recognised and 66 unrecognised.

Pupils.

4. The total number of pupils of all kinds receiving instruction was 1,148,714, an increase of 194,261 over the figure for 1921-22 and of 74,614 over that for 1925-26. Of these, 925,855 were boys and 222,859 girls. Of the total number under instruction, 4,819 were Europeans, 32,488 Indian Christians, 881,752 Hindus (including Aboriginals and Depressed classes), 207,974 Muhammadans, 17,721 Parsis, and 3,960 others. The number of pupils under instruction in recognised institutions increased by 221,155 to 1,114,093, while those in unrecognised institutions decreased by 26,894 to 34,621.

The decrease in the number of unrecognised institutions and in the pupils in them is chiefly due to the disappearance of the so-called National schools in the Northern Division and partly to increased recognition on the part of the people of the greater efficiency of the education imparted in recognised schools.

Increase in different Divisions.

5. The following statement gives figures for the various Educational Divisions of the Bombay Presidency, together with the percentages of those under instruction to the population :—

	Institutions in 1926-27	Percentage of increase or decrease since 1921-22	Pupils in 1926-27	Percentage of increase or decrease	Percentage of those under instruction to total population
Bombay Division	2,988	+ 7·7	245,099	+20·5	5·2
Central Division	4,829	+22·9	332,022	+30·9	6·4
Northern Division	2,729	− 4·7	233,548	+14·5	7·8
Southern Division	2,712	+13·0	184,494	+17·6	5·8
Sind	2,869	+ 3·1	136,444	+11·5	4·2
European and English-teaching schools.	84	− 1·2	17,107	+18·5	....
Total ..	16,211	+ 9·3	1,148,714	+20·4	5·9

The following table gives similar figures for recognised institutions only in each Educational Division :—

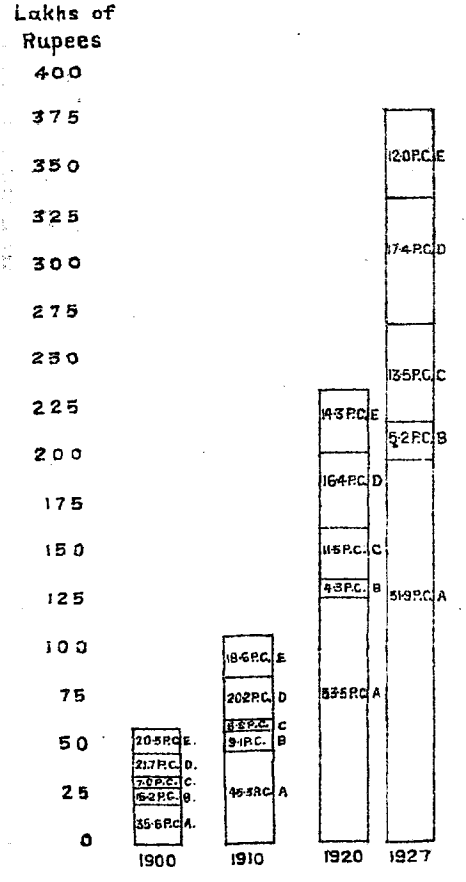
	Recognised Institutions in 1926-27	Percentage of increase or decrease	Pupils in 1926-27	Percentage of increase or decrease	Percentage of those in Public institutions to total population
Bombay Division	2,781	+ 7·5	238,189	+21·7	5·1
Central Division	4,719	+25·2	329,818	+32·1	6·3
Northern Division	2,476	+ 9·4	221,027	+33·8	7·5
Southern Division	2,647	+13·5	182,984	+17·7	5·7
Sind	2,077	− 5·8	124,968	+10·8	3·8
European and English-teaching schools.	84	− 1·2	17,107	+18·5	
Total ..	14,784	+11·6	1,114,093	+24·7	5·7

Expenditure.

6. The total expenditure on public instruction rose during the quinquennium by over Rs. 87 lakhs to over Rs. 381 lakhs, *i.e.* by 29·5 per cent. The expenditure from Provincial funds increased by Rs. 28,73,872 to Rs. 1,98,00,281 or by 17·1 per cent. Of the total expenditure, 51·9 per cent. was met from Provincial Revenues, 18·7 per cent. from Board Funds (5·2 per cent. from District Local Board funds and 13·5 per cent. from Municipal funds), 17·4 per cent. from fees and 12·0 per cent. from other sources. The following table gives the expenditure from Provincial Revenues for the years 1921-22, 1925-26,

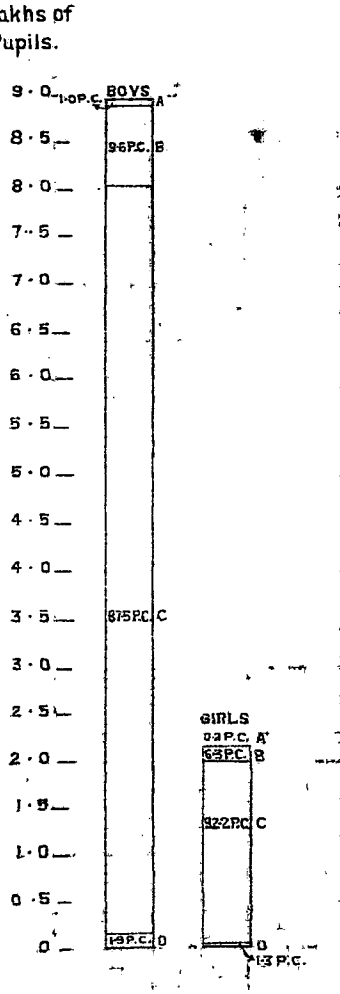
THESE FOUR DIAGRAMS REPRESENT THE TOTAL EXPENDITURE ON EDUCATION AND THE SOURCES FROM WHICH IT WAS MET.

A – Provincial Revenues
B – Local Funds
C – Municipal Funds
D – Fees
E – Other Sources



THESE TWO DIAGRAMS REPRESENT THE NUMBER OF BOYS AND GIRLS AT TENDING SCHOOL ON 31ST MARCH 1927 AND THE PERCENTAGE IN EACH KIND OF INSTITUTION.

A – Colleges.
B – Secondary Schools.
C – Primary Schools.
D – Special Schools.



and 1926-27, and the distribution of the total expenditure under the various heads :—

	1921-22			
	Institutions			
	Boys	Girls	Total	Percentage
	Rs.	Rs.	Rs.	
University	12,37,453	....	12,37,453	7·3
Secondary	14,98,753	4,35,582	19,34,335	11·4
Primary	86,74,583	10,03,571	97,38,154	57·1
Special	12,86,389	2,17,502	15,03,891	8·8
Buildings	5,62,149	....	5,62,149	3·3
Miscellaneous, including scholarships ..	4,84,547	....	4,84,547	2·8
Total ..	1,37,43,874	17,16,655	1,54,60,529	90·7
Direction and Inspection	....	....	14,65,880	8·6
Exchange and expenditure in England	....	....	1,19,297	0·7
Grand Total ..	1,52,09,754	17,16,655	1,70,45,706	100

	1925-26			
	Institutions			
	Boys	Girls	Total	Percentage
	Rs.	Rs.	Rs.	
University	11,78,228	....	11,78,228	6·0
Secondary	16,97,419	5,14,815	22,12,234	11·4
Primary	1,00,92,189	13,92,048	1,14,84,237	59·0
Special	10,70,646	1,96,413	12,67,059	6·5
Buildings	8,99,754	1,34,582	10,34,336	5·3
Miscellaneous, including scholarships ..	6,30,029	1,02,513	7,32,542	3·8
Total ..	1,55,68,265	23,40,371	1,79,08,036	92·0
Direction and Inspection	....	....	13,29,607	6·8
Exchange and expenditure in England..	....	....	2,40,562	1·2
Grand Total ..	1,68,34,105	24,04,138	1,94,78,305	100

	1926-27			
	Institutions			
	Boys	Girls	Total	Percentage
	Rs.	Rs.	Rs.	
University	12,60,670	....	12,60,670	6·3
Secondary	17,45,183	5,24,371	22,69,554	11·3
Primary	1,05,22,840	16,36,999	1,21,59,839	60·8
Special	10,62,075	1,95,736	12,57,811	6·3
Buildings	7,09,190	27,368	7,36,558	3·7
Miscellaneous, including scholarships ..	7,25,991	1,10,065	8,36,056	4·2
Total ..	1,60,25,949	24,94,539	1,85,20,488	92·6
Direction and Inspection	....	....	12,79,793	6·4
Exchange and expenditure in England..	....	....	1,96,256	1·0
Grand Total ..	1,72,37,902	25,62,379	1,99,96,537	100

The total expenditure (Rs. 198 lakhs) on education from Provincial funds represented 11·9 per cent. of the total expenditure of Government in all Departments. The large amount spent by Government on Primary Education has been emphasized every year. It represents 60·8 per cent. of the total Provincial expenditure. Bombay stands first in regard to the expenditure on Primary education when compared to the sums assigned by other Local Governments. From the figures for 1925-26 it appears that of some Rs. 359 lakhs spent on Primary education by all Provinces together the share of Bombay was nearly Rs. 115 lakhs, almost one-third.

The decrease under "Special schools" is largely due to the retrenchment in Primary Training institutions. It may be noted that the cost of Direction and Inspection fell from 8·6 per cent. to 6·8 per cent. in 1925-26 and again to 6·4 per cent. in 1926-27.

The following table shows the expenditure from Public and Private funds and the percentage it bears to the total expenditure on education by Divisions :—

—	Public Expenditure		Private expenditure		Total expenditure	
	Amount	Percentage to total expenditure	Amount	Percentage to total expenditure	Amount	Percentage of increase in the quinquennium
	Rs.		Rs.		Rs.	
Bombay Division ..	76,88,815	64·3	42,65,358	35·7	1,19,54,173	43·6
Central Division ..	70,86,925	80·0	17,72,531	20·0	88,59,456	32·1
Northern Division ..	43,97,934	76·8	13,30,703	23·2	57,28,637	12·4
Southern Division ..	33,23,171	85·7	5,55,785	14·3	38,78,956	16·5
Sind	36,11,677	71·1	14,25,290	28·9	50,36,967	34·1
European and English-teaching schools.	8,15,911	31·1	18,07,676	68·9	26,23,587	20·2
Total Bombay Presidency	2,69,24,433	70·7	1,11,57,343	29·3	3,80,81,776	29·6

The following table gives the expenditure on education from Provincial Revenues by Divisions and the proportion it bears in each Division to the total expenditure on education :—

—	Expenditure on Education from Provincial Revenues in 1926-27	Percentage of expenditure from Provincial Revenues to total expenditure
	Rs.	
Bombay Division	43,19,518	36·1
Central Division	58,74,295	65·8
Northern Division	32,57,659	56·9
Southern Division	28,43,862	73·3
Sind	26,92,613	53·5
European and English-teaching schools ..	8,12,334	31·0
Total ..	198,00,281	51·9

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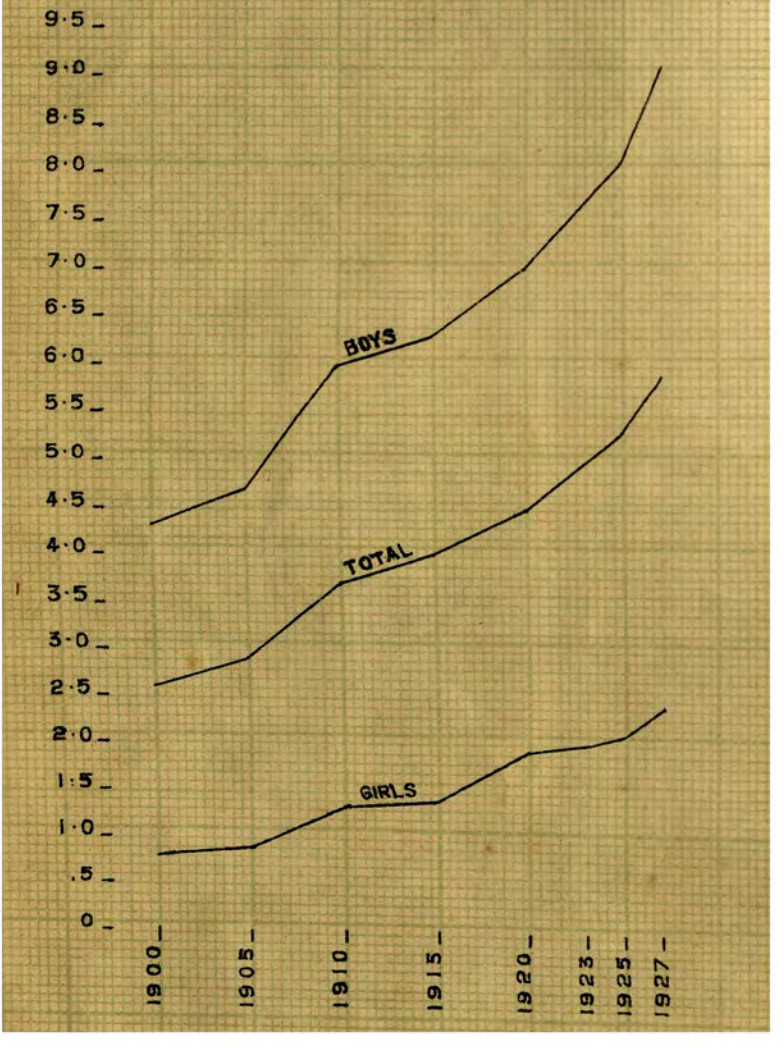
GRAPH SHOWING THE PERCENTAGES OF SCHOLARS UNDER INSTRUCTION TO THE TOTAL POPULATION.



Comparison with other Provinces

7. The following table compares the figures of schools and pupils in the different Provinces for the years 1921-22 and 1925-26 :—

	Total population	Number of schools		Increase or decrease	
		1921-22	1925-26	Number	Percentage
1	2	3	4	5	6
Bombay ..	19,291,719	13,242	14,371	+ 1,129	+8·5
Madras ..	42,318,985	37,289	47,976	+10,687	+28·7
Bengal ..	46,695,536	51,927	56,549	+ 4,622	+ 8·9
United Provinces	45,375,787	18,555	21,360	+ 2,805	+15·2
Punjab ..	20,685,024	7,919	12,527	+ 4,608	+58·2
Burma ..	13,212,192	6,977	6,694	− 283	− 4·1
Bihar and Orissa	34,004,546	25,969	31,823	+ 5,854	+22·5
Central Provinces and Berar.	13,912,760	4,921	5,051	+ 130	+ 2·6
Assam ..	7,606,230	4,745	5,191	+ 446	+ 9·4
North West Frontier Province.	2,251,342	792	866	− 106	−13·4

	Total population	Number of pupils				Increase or decrease	
		1921-22	Percentage to population	1925-26	Percentage to population	Number	Percentage
1	2	7	8	9	10	11	12
Bombay ..	19,291,719	892,038	4·6	1,037,061	5·38	+144,123	+16·1
Madras ..	42,318,985	1,745,518	4·1	2,266,390	5·36	+520,872	+29·3
Bengal ..	46,695,536	1,835,017	3·9	2,221,355	4·7	+386,338	+21·1
United Provinces	45,375,787	965,059	2·1	1,221,420	2·7	+256,361	+26·6
Punjab ..	20,685,024	562,622	2·7	975,517	4·7	+412,895	+73·4
Burma ..	13,212,192	340,058	2·6	411,398	3·2	+ 71,340	+21·0
Bihar and Orissa	34,004,546	753,277	2·2	1,041,667	3·1	+288,390	+38·3
Central Provinces and Berar.	13,912,760	330,681	2·4	368,787	2·7	+ 38,106	+11·5
Assam ..	7,606,230	208,014	2·7	260,256	3·4	+ 52,242	+25·1
North West Frontier Province.	2,251,342	49,395	2·2	58,416	2·6	+ 9,021	+18·7

It will be seen that Bombay ranks first in respect of the percentage of pupils attending schools to the total population. The population in Bombay is 157 to the square mile, while in Madras it is twice as dense and in Bengal four times. Very large tracts of the Bombay Presidency are sparsely populated, a fact which accounts for the smaller number of schools per mile of the population, as compared with Bengal and Madras,

since it is not possible to provide schools in areas in which the population does not justify them.

The following statement gives the comparative figures of Provincial and total expenditure in the several Provinces in India for 1921-22 and 1925-26 :—

Province	Provincial Expenditure			
	1925-26	1921-22	Increase or decrease	
			Amount	Percentage
1	2	3	4	5
	Rs.	Rs.	Rs.	
Bombay	1,92,38,243	1,69,26,409	+23,11,834	+13·7
Madras	1,87,52,057	1,58,26,427	+29,25,630	+18·5
Bengal	1,43,63,858	1,35,45,045	+ 8,18,813	+ 6·0
United Provinces	1,78,61,927	1,56,14,823	+22,47,104	+14·4
Punjab	1,33,04,875	86,77,912	+46,26,963	+53·3
Burma	78,06,450	45,18,550	+32,87,900	+72·7
Bihar and Orissa	57,83,699	49,19,430	+ 8,64,269	+17·6
Central Provinces and Berar Province ..	58,37,572	51,23,148	+ 7,14,424	+13·9
Assam	23,49,852	21,85,303	+ 1,64,549	+ 7·5
North West Frontier Province ..	11,56,649	11,78,907	— 22,258	— 1·9

Province	Total Expenditure			
	1925-26	1921-22	Increase or decrease	
			Amount	Percentage
	6	7	8	9
	Rs.	Rs.	Rs.	
Bombay	3,76,45,012	2,93,96,462	+82,48,550	+28·1
Madras	4,16,20,051	3,39,98,292	+76,21,759	+25·1
Bengal	3,76,94,290	3,33,87,106	+43,07,184	+12·9
United Provinces	3,13,53,880	2,98,13,563	+15,40,317	+ 5·2
Punjab	2,56,22,044	1,89,62,287	+66,59,757	+35·1
Burma	1,67,19,266	1,00,23,807	+66,95,459	+66·8
Bihar and Orissa	1,53,81,815	1,15,16,347	+38,65,468	+33·6
Central Provinces and Berar Province ..	1,02,72,464	81,26,933	+21,45,531	+25·8
Assam	40,53,568	34,83,928	+ 5,69,640	+16·4
North West Frontier Province ..	18,39,569	17,39,504	+ 1,00,065	+ 5·8

The Non-co-operation movement, which seriously affected the schools, especially those of Gujarat, during the first years of the quinquennium, had practically died out by its close. But the consequences of the malady remain, and it undoubtedly had a most detrimental effect on Secondary and Higher Education. Not the least disappointing aspect of the

trouble is that the movement entirely failed to evolve a type of education superior to that in the schools and colleges recognised by Government and by the University.

Notable events.

8. The most notable event of the quinquennium was the passing of the Primary Education Act in 1923, by which the control of Primary Education was transferred from the Department to the Local Authorities. A detailed account of this Act was given in my Quinquennial Report for 1917-18 to 1921-22. It is greatly to be regretted that while most of the Boards have prepared schemes for the expansion of education, some of which have been on the compulsory basis, and though many Boards have levied additional taxation, the finances of Government have not permitted them to perform to the full the part contemplated by the Act. The fact, however, must not be lost sight of that during the quinquennium the assignments of Government to Primary Education rose from Rs. 97,38,154 to Rs. 1,21,59,839, the greater part of which was swallowed up by the increase in the pay of the Primary teachers.

It is early to pronounce on the results of the transfer of control of the District Local Board schools. The control now exercised by the Boards is very great—greater, it is believed, than in any other Province in India, and, except for financial purposes, the supervision of the Department has been reduced to a minimum. The introduction of fixed incremental scales of pay for trained teachers in 1919 had already caused an admitted falling off in the efficiency of the Primary schools. It would appear that, generally speaking, their efficiency has still further declined since the transfer of control. Not the least sinister aspect, and one which must necessarily affect the efficiency of the schools, is the political power now wielded by the teachers. Teachers have been freely used for electioneering purposes in the elections both to the Local bodies and to the Legislative Council.

The chief result of the Reforms is the emphasis they have given to differences of religion and caste, owing to the system of special representation which they have set up. The evils of communalism to which this has given rise are too well known to need stating here. These evils are operative in the Educational Department no less than outside, and nowhere have they been more conspicuous than in the administration of the Primary schools by the Local Authorities.

The Quinquennium has been noticeable for the greater recognition given to the Educational needs of the Backward classes. The great expansion of Primary education in the Deccan, and especially in the Satara District, has been referred to in paras. 83 and 99 of Chapter VII. In para. 96 of the same chapter I have dealt with the attempts to adapt the teaching in the Primary schools to the needs of the rural population. A very liberal system of scholarships in Secondary schools and Colleges for the Backward Communities has been introduced.

I have referred above to the inability of Government to provide the funds required for the development and expansion of Primary Education. The lack of funds has rendered it all the more necessary for them to tighten

their financial control in order to secure that such funds as are forthcoming are used to the greatest possible advantage, to secure the greatest results possible. A tendency to extravagance on the part of some of the Boards has accentuated the need for financial scrutiny.

But lack of funds has cramped the activities of Government not in the field of Primary education only. Economy has been the dominating note of the Educational policy throughout the quinquennium. So far from it being possible to provide the funds required for the expansion of Secondary and Higher Education, it has been necessary to exercise retrenchment, and that too in directions in which it could not be applied without educational loss. As one instance only, I may mention the discontinuation of the scheme of Medical Inspection after it had been in existence for a year only. Among the chief purposes for which additional funds are required, perhaps the most important is that for additional provision for Technical and Industrial Education, including the expansion of the College of Engineering and the establishment of a Technological institution of an advanced nature. More money is required for Higher and Secondary Education, especially to enable Government to give effect to the recommendations of the Committee on University Reform, and to provide for grants to Colleges and schools; for additional provision for the training of Secondary school teachers; for the establishment of a Normal School for training teachers for rural schools; for a Provident Fund for the teachers in non-Government Secondary schools.

In spite, however, of the inability of Government to provide all the funds that are required, advance has been made, if additional expenditure and increased numbers can be held to be regarded as evidence of advance, and it is a noticeable fact that the expenditure from local sources increased from Rs. 125 lakhs to over Rs. 183 lakhs or about 47 per cent.

CHAPTER II.

ADMINISTRATION.

Educational Services.

9. The Members of the Educational staff fall under three services, the Imperial (Indian Educational Service), the Provincial (Bombay Educational Service), and the Subordinate.

The Indian Educational Service consists partly of Europeans and partly of Indians. The report of the Royal Commission on the Superior Civil Services known as the Lee Commission appointed in 1923 was published in March, 1924. All appointments to the Indian Educational Service have been stopped pending the consideration of the recommendations made. When appointments have had to be made, it has been done by the creation of special temporary posts on the contract system outside the regular educational service.

Reorganization of the Services.

10. As a result of the recommendations of the Lee Commission, the Secretary of State in Council issued the Statutory Rules and Orders for the revision of pay, passage, and pension of the Superior Services. Under these revised orders the basic pay of the Indian Educational Service has remained unaltered, while the maximum amount of the Overseas Pay admissible (in Rupees) has been increased to Rs. 300 and certain officers have been held eligible to draw overseas pay in sterling. The maximum of the Overseas Pay admissible to the women's branch of the Indian Educational Service has been raised from Rs. 100 to Rs. 150. In addition, certain passage concessions have been granted to officers having Non-Asiatic domicile.

The question of constituting a Provincialised Superior Service in place of the Indian Educational Service and of revising the pay and terms of appointment of the Provincial and Subordinate services is under the consideration of Government. Mr. Hesketh, who was placed by Government on special duty to formulate a scheme for the reorganisation of the Educational services, has submitted his recommendations and they are before Government.

The Bombay Educational Service consists mainly of Indians, and is recruited by the Local Government.

The Subordinate Educational Service consists wholly of Indians and appointments to it are made by the Director of Public Instruction.

Cadre.

11. The strength of the various Educational services on 31st March, 1927, was as under:—

All India (Indian Educational Service).

Service	Posts	
Administration (Direction, Inspection, and High Schools)	16	
Collegiate Branch	43	59

Provincial (Bombay Educational Service).

Service	Posts	
Teaching, Inspecting, General	77	
Collegiate Branch	40	117

Subordinate Educational Service.

Inspecting	138	
Teaching	684	
Clerical	367	
Others	27	1,216

Miscellaneous or special appointments in all the three Branches.

Indian Educational Service	*3	
Bombay Educational Service	7	
Subordinate Educational Service	70	
Others	5	85
Grand Total ..		1,477

During the quinquennium 16 officers retired from the Indian Educational Service. The following statement gives the numbers in the various services, the proportion of Europeans and Indians who hold the posts, and their average monthly emoluments on 31st March, 1927 :—

Service	Number of officers		Average emoluments in rupees
	Europeans or domiciled community	Indians	
Indian Educational Service ..	17	29	980
Bombay Educational Service ..	2	91	486
Subordinate Educational Service ..	....	1,259	114·4
Unclassified posts ..	....	32	149·0

Direction.

12. The Director is assisted by one Deputy Director and one Assistant Director in the Indian Educational Service and three Superintendents in the Bombay Educational Service. The post of the Assistant Director was created temporarily in March, 1926, to relieve the Director and the Deputy Director of part of the work, which has enormously increased since the inauguration

* Two posts at the School of Art and one supernumerary post of Professor of Economics at the Gujarat College.

of the Reforms. The chief factors which have conduced to the increase of work in the Director's office are the passing of the Primary Education Act, the reorganization of services, and the far closer financial scrutiny that is now required by Government.

Mr. Hesketh was appointed on special duty for two months from 1st April, 1922, in connection with the account and audit procedure in the Educational Department, and again for three months in 1923 in connection with the New Primary Education Act. In 1925 he was on special duty for three months to formulate a scheme for the reorganization of the Educational services in this Presidency.

The cost of Direction was Rs. 1,53,420, which represents 0·8 per cent. of the total Provincial expenditure on Public Instruction and 0·4 per cent. of the total expenditure from all sources.

Inspection.

13. The introduction of the Primary Education Act has brought about a radical change in the administration of the Inspecting Branch. Appointments to the posts of Deputy Educational Inspectors have now ceased except in those Districts in which the control of Primary education has not yet been taken over by the Local Board. All the administrative work formerly done by the Deputy Educational Inspector is now entrusted to the Senior Assistant Deputy Educational Inspector. Most of the officers who held the posts of Deputy Educational Inspector have been either lent to the Local Authorities as Administrative Officers or have been otherwise provided for or have retired. The Local Authorities are now directly responsible for the inspection of their own Primary schools. Government, however, continue to maintain a small Inspecting staff of their own, whose duty it is to watch the working of the Primary schools.

Primary School Teachers.

14. The total number of teachers in Government, District Local Board, and Municipal Primary schools was 29,157, the number of teachers in Government schools being 168. Under the Primary Education Act of 1923 the Primary teachers serving under the Boards have ceased to be in any sense of the word the servants of Government.

The cost of the Government Inspecting agency in 1926-27 was Rs. 12,79,189, or 6·5 per cent. of the total Provincial expenditure on Public Instruction, against Rs. 13,28,177, or 7·8 per cent., in 1921-22.

Recruitment from Backward classes.

15. During the quinquennium vigorous efforts were made to give effect to the policy of Government to secure a fair representation of all castes and creeds in the public service. Candidates from the Backward communities, when procurable, were given preference for all appointments.

The transfer of control of Primary education to the Local Authorities, which has necessitated the bifurcation of the Inspecting, Supervising, and Clerical staffs between the Local Authorities and Government, has greatly disorganised the services and owing to this cause, as well as to the impending reorganisation of the services, it has not been possible to make permanent appointments, a state of affairs which has given rise to considerable dissatisfaction.

CHAPTER III.

UNIVERSITY.

Constitution.

16. The constitution of the University as described in para. 46 of my last Quinquennial Report remained unchanged. The Boards of Studies, which perform the purely academic part of the functions of the University, were increased from 19 in 1922 to 29 in 1927. This was due to the formation of a separate Board for each Vernacular and to the splitting up of the Board in Biology into three. The institution of the M.Com. degree and the revision of the Agricultural and Medical courses necessitated the creation of separate Boards of Studies for these subjects.

Affiliation.

17. Apart from the School of Economics and Sociology, which is maintained by the University itself, there are 18 Arts and 11 Professional Colleges affiliated to the University, of which eleven are maintained by Government, four by Indian States, thirteen by private bodies, and one is under the control of the Bombay Municipal Corporation. The following Colleges were affiliated during the Quinquennium :—

Arts.

1. Royal Institute of Science, Bombay.
2. H. P. T. Arts College, Nasik.
3. Sind National College, Hyderabad.

Professional.

1. Law College, Poona.
2. Law College, Karachi.
3. Law College, Ahmedabad.
4. Seth Gordhandas Sunderdas Medical College, Bombay.
5. N. E. D. Civil Engineering College, Karachi.
6. Secondary Training College, Bombay.

The Deccan and the New Poona Colleges, the M. T. B. Arts College, Surat, and the Rajaram College, Kolhapur, were affiliated for the Intermediate Science course.

The total number of students in the affiliated Colleges increased by 2,462 to 11,059, of whom 11,016 were taking the University degree courses and 43 the College Diploma courses. Of the former, 8,529 were in Arts Colleges, 48 in the Secondary Training College, 327 were taking the course in Engineering, 618 in Medicine, 1,024 in Law, 269 in Commerce, and 201 in Agriculture.

There are no separate Colleges for women. Of the 9,514 students in British Districts, 449 were women as against 258 five years ago.

Expenditure.

18. The total receipts of the University for 1926-27 amounted to Rs. 7,31,898 and the total expenditure to Rs. 5,68,292. These figures are exclusive of the income and expenditure on account of the School-leaving Examination Board. The expenditure returned by the University for the purposes of Government of India Table III is, however, inclusive of the expenditure on this Board.

The total income of the University for the Quinquennium amounted to Rs. 34,20,156, which was derived as follows :—

	Rs.
Government grant	3,37,083
Fees	18,42,146
Endowments	5,14,806
Subscriptions and other sources ..	7,26,121
	34,20,156

The total expenditure amounted to Rs. 27,18,050, which was met from the following sources :—

	Rs.
Government funds	5,02,385
Fees, Subscriptions, etc. ..	17,23,126
Endowments	4,92,539
	27,18,050

The figures for receipts and expenditure for the quinquennium are also exclusive of those on account of the Joint Examination Board and the School-leaving Examination Board, except in the case of those for 1924-25, in which year the School-leaving Certificate examination was conducted by the University itself.

Inspection of Colleges.

19. During the Quinquennium the University introduced a new system of College inspection, all Colleges being inspected every three years by Committees, generally of three persons, comprising Principals and Professors of Colleges and others possessing a competent knowledge of the work. Thus, Science Colleges and the Science Departments of Arts Colleges are inspected by scientists. With a view to securing the benefit of the experience of persons associated with other Universities it was decided to invite distinguished educationists from other Provinces to join the Committees. In compliance with this resolution the assistance of Dr. Macphail of the Madras University was secured, and his criticisms have been of material assistance.

The members of these Committees perform their task in by no means a perfunctory matter. They carefully scrutinise the working of each College in all its aspects and criticise stringently any defects that come to their notice, especially in such matters as buildings, equipment, and staff.

The scheme has further been extended by the appointment of a Committee of scrutinisers, who are expected to bring to the notice of the Syndicate the steps taken by the Colleges for the removal of the defects pointed out by the Inspection Committees.

20. The First Year course no longer qualifies for admission to the Professional Colleges in Engineering or Medicine, its place being taken by the Intermediate Science Examination. The First Year courses in the Medical and Engineering Colleges were remodelled in consequence and the Preliminary Scientific Examination held by the University was discontinued.

Courses (i) First Year.

The University has been considering the possibility of admitting the principle of specialisation in the First Year by introducing optional groups of subjects; but the First Year course still remains common for all students. At the end of the year the students are examined by the Colleges themselves. In the last Quinquennial Report the variation in the standard of examination was pointed out. The Syndicate have now appointed a special committee to keep the standard uniform by bringing to the notice of the Syndicate any cases in which the test applied appears to be inadequate.

In the second year, or the Intermediate Course, the student begins to specialise, choosing either Arts, Science, Commerce, or Agriculture. The Agricultural and Commerce students have no option, the subjects being the same for all; the Arts students choose between Logic and Mathematics along with English, Second Language, and Indian History and Administration. The Science student has to choose between two groups of subjects (*a*) Physics, Chemistry, and Mathematics, (*b*) Physics, Chemistry, and Biology. Those who wish to join the Engineering College have to take group (*a*), while for the Medical College group (*b*) is essential.

(ii) Intermediate.

The B.A. is the only degree for which there are two separate examinations for the Pass and Honours degree. The subjects, however, are the same—compulsory English and an optional group. For the optional group the Pass and Honours students (except in Mathematics and Science) have four papers in common, while the Honours students have to take three additional papers. For Mathematics and Science the Honours and the Pass papers are distinct.

(iii) B.A.

The course in English has been revised with a view to familiarising the student with the trend of modern English thought, and the Honours course has been widened to give the student an opportunity of obtaining a survey of the whole of English Literature. The History course has also been revised. Candidates now take a common pass course in History and Economics, but for Honours they have to choose between History and Economics. The result has been a decline in the number of History students and an increase in the number taking Economics.

The number of students who take the Science degree is steadily declining. In the opinion of some, the course for this degree is too limited in scope. The B.A. scheme of work is still subject to considerable difference of opinion. No definite attempt has been made to separate the Pass and Honours courses. Under the rules an Honours candidate who fails to get the required percentage for the Honours degree may be awarded a pass degree if he secures the required percentage for

the pass papers. The consequence is that the majority try to master the additional work and appear for the Honours degree and thus lower the standard of examination. Of the 29,867 candidates who offered themselves for the various University Examinations during the Quinquennium only 2,755, or 9·2 per cent., obtained Honours. This is the more disappointing when it is remembered that more than one-half of the students in the B.A. classes attempt the Honours course. It is felt by many that the Honours and Pass courses should be entirely separated.

(iv) M.A.

Various modifications have been made in the M.A. course. These changes are intended to exact greater specialisation, and theses are admitted in lieu of some or of all papers. It is too early to speak of the value of these changes.

(v) Professional.

The Medical course has been revised so as to bring it up to the requirements of the British Medical Council. The LL.B. courses have been considerably stiffened and greater emphasis has been laid on Jurisprudence, Constitutional Law, Company Law, and the Law of Insolvency. With a view to encouraging original work among Commerce graduates a new degree of M.Com. has been instituted. A paper on translation into German or French has been added to the M.Sc. examination.

The study of the Vernacular.

21. The position of the Vernaculars in the University courses is anomalous. For Matriculation the candidate has to take a second language, which may be either a Vernacular, or a modern European language, or a classical language. In the First Year Arts and for Intermediate Arts the choice is restricted to a classical language or a modern European language. For the pass B.A. degree and the M.A. the Vernaculars appear again as optional subjects. There is no Honours examination in the Vernaculars for the B.A. examination.

Attempts have been made to rationalise this anomalous position, but owing to the difficulty of reconciling the views of the two parties, the Vernacularists and the Classicists, this has so far not been possible.

Examinations.

22. The following table compares the number of candidates who passed the various degree examinations during the quinquennium :—

	1917-22			1922-27		
	Number who appeared	Number who passed	Percentage of passes	Number who appeared	Number who passed	Percentage of passes
B.A. ..	6,627	4,048	61·08	6,808	3,746	55·02
B.Sc. ..	530	308	58·1	1,211	667	55·07
LL.B. ..	2,289	1,234	53·9	3,382	1,568	46·3
B.Ag. ..	175	163	93·1	255	194	76·04
B.Com. ..	366	162	44·2	434	203	46·7
M.B.B.S. ..	1,215	540	44·4	3,110	935	30·06
B.T. ..	..	..	..	155	131	84·5
B.E. ..	320	213	66·5	525	306	58·3
Total ..	11,522	6,668	57·9	15,880	7,750	48·8

The B.A. is the necessary precursor of the LL.B. and B.T. examinations.

The total output of graduates was 6,051, of whom 3,746 or about 62 per cent., took the degree in Arts.

The following table gives the number of students who took the Masters' degrees of the University during the Quinquennium :—

	Number who appeared	Number who passed	Percentage of passes
M.A.	470	278	59·1
M.Sc.	75	68	90·6
LL.M.	27	11	40·7
M.Ag.	12	9	75·0
M.Com.	3	1	33·3
M.D.	63	20	31·7
M.E.	5	3	60·0

The high results for the M.Sc. and M.Ag. degrees may be attributed to the fact that the candidates received systematic guidance, a facility rarely available for candidates for other Masters' degrees. Out of a total of 390 Masters' degrees awarded during the Quinquennium, 92 were taken by submitting theses, Chemistry being the most popular subject. During the last three years of the Quinquennium 25 students from the Royal Institute of Science appeared for the M.Sc. degree, of whom 21 passed, five having secured Distinction.

The following table gives the results of the more important University examinations held at the end of the academic year 1926-27 :—

	Number of candidates examined	1st class	2nd class	Pass	Total pass	Percentage of passes
M.A.	86	5	20	29	54	62·8
B.A. (Hons.) ..	497	23	248	156	427	71·4
B.A. (Pass) ..	657	..	..	397	397	
Intermediate Arts ..	2,229	2	62	808	872	39·1
M.Sc.	22	4	..	15	19	86·35
B.Sc.	363	26	66	122	214	58·95
Intermediate Science	1,062	26	138	329	493	46·42
First Year Arts ..	3,208	..	..	2,013	2,013	62·74

The First Year Arts examination is conducted by the Colleges. A special Committee has been appointed by the University to exercise a check over the results of the various Colleges and to see that a generally uniform standard is maintained. The percentage for the First Year Arts examination in 1926 was 59·8. From the fact that the percentage of passes in the Intermediate examination in the following year was 39·1 only it would appear that the test applied in the former examination was too lenient.

The examiners generally complain of the handicap imposed on the students by their poor knowledge of English. I quote from the Reports

of the examiners at the B.A. (English), B.Com. (Administration), and the First LL.B. examinations of 1927 :—

B.A. (*English*)—"We examined about 300 candidates in Compulsory "English and about 74 in Voluntary English. Of this number barely "40 per cent. were able to pass in Compulsory English, very few of "whom really showed any creditable work. We noticed that answer-"books coming from Poona Centre were much worse than those from "other centres, and candidates from Ahmedabad Centre did so well "as they did, not so much by real ability to write English, as by diligent "cram-work. While the Compulsory papers from Bombay Centre "were distinctly better than those from other centres, the Voluntary "papers from Bombay were distinctly worse. Judging from the "answer-books as a whole, we doubt if the present change exempting "candidates from passing separately in Composition is an improvement.

"We have to record the same impressions as regards spelling, "grammar and malapropism, as on former occasions. It will be "invidious to select where there is such plenty. But Tennyson's "'In Harmonium Ballad,' 'a painter that vivifies stone,' 'a starch-bearer "to humanity,' 'the literary peace to affect an immotional reader,' and "'Mrs. Mill and Spencer' meaning the two great English philosophers of "the 19th century, deserve a place in any 'howler' dictionary that "makes a claim for originality."

B.Com. (*Administration*)—"The most glaring defect which most "of the examinees show is an utter ignorance of ordinary correct English. "The general standard of English is low beyond expectation and reading "some of the papers one wonders how some of these students managed "to pass the Matriculation Examination. Apart from this another "thing which strikes us is that the examinees never carefully read the "questions. Most of the answers are irrelevant and very few students "care to see what the examiners want and write to the point. The "idea of most students seems to be to pour out pell mell all the sundry "information and quotations they have stuffed in their brains without "devoting a single minute to reflect whether all they say is relevant in "the least. A corollary of the above defect is the excessive verbosity "of most of the examinees. It is very trying—though not always "dull—because of the quaint bombastic English and fantastic ideas—"to wade through long-winded passages which are hardly relevant "to the question. We should in brief like to impress on the minds of "future examinees the three virtues of writing tolerably correct English, "relevancy and brevity in answering the questions."

First LL.B.—"The standard of English of the candidates leaves much "to be desired and we feel that the pointed attention of the candidates "should be drawn to the fact that in the case of all examinations, "including the law examinations, the examiners are directed to pay "special attention to the language used in answering questions.

"The examiner in the Constitutional Law paper wishes to add that "he found the candidates as a rule paying very little attention to the

"scope of the questions asked and wasting a very large portion of their "time in indulging in long and irrelevant criticism."

The examiners in English at the Intermediate Arts examination attribute the failure of a number of students mainly to the fact that their answers are full of irrelevancy and diffuseness. They remark—

"This year's report of the examination of the English papers at the "Intermediate Arts Examination has scarcely anything to say very "different from what has been said in past reports. The usual mistakes "in orthography—especially in the spelling of proper names of authors "whom the candidates have been reading for a whole year, if not longer— "and grammar were present in the papers of this year as in those of the "past, and in very nearly the same proportion. In spite of the fact "that the attention of candidates has repeatedly been drawn to the "necessity of their reading the questions set very carefully, with a view "to understanding their import, so as to prevent irrelevancy and "diffuseness in their answers, we noticed that quite a fair percentage "of the candidates merely disgorged what they had crammed and most "of it had not even the remotest bearing on the question that was being "answered. Apart from this incapacity to grasp the essence of a "question and fix down its precise limits, which is a failing from which "the greater majority of the candidates suffer, we noticed that even "in the better class of answers there was a lack of organic unity; the "material was ill-digested and what was sought to pass for an answer "was a mere patchwork of sentences culled from various sources and "strung together with a feeble sense of coherence, form and style."

University Teaching.

23. The University, while continuing to perform its duty as an examining and directing body, has been endeavouring to obtain a more complete control over post-graduate teaching work in the Colleges. It has been grappling since 1924 with the task of reorganising post-graduate teaching and research. Under the old scheme of 1913 post-graduate teaching was entirely in the hands of the Colleges, and the University was unable, as originally contemplated, to influence it directly. In order to bring the University into closer touch with the post-graduate work in Colleges and to make the University the initiating and directing body, the scheme of post-graduate studies was revised in 1924-25. Under the revised scheme the M.A. degree was thrown open to research and the control of post-graduate research training, including the University School of Economics and Sociology, was vested in a Board of Management consisting of nine members appointed by the Syndicate. This Board was made responsible for the allotment of funds and for the general business management. The actual research work was placed under the direction of the Board of Post-graduate Studies. The subjects of post-graduate studies by research were, however, restricted to Economics, Sociology, Sanskrit and the allied languages, Indian History, and Mathematics. This revised scheme was tried for about two years, but, as it was found that the controlling agencies were not working satisfactorily, the Syndicate in 1926 appointed a fresh Committee to reconsider the question in all its aspects and to draw

up a comprehensive scheme of post-graduate teaching. The report of this Committee is under the consideration of the Senate.

Post-Graduate work.

24. For post-graduate teaching the University at present—

(*a*) provides a course of public lectures of general academic interest by inviting eminent men from Europe and elsewhere;

(*b*) utilises the staffs of affiliated Colleges to provide tuition for certain post-graduate degrees;

(*c*) supplements the inter-collegiate lectures by courses delivered under its own auspices;

(*d*) encourages original investigators by special grants from its Research Fund;

(*e*) maintains its own School of Economics and Sociology.

Public Lectures.

25. Fifteen courses of public lectures were delivered under the auspices of the University—twelve on Arts and three on Science subjects. The twelve Arts courses included seven courses in Indian Linguistics and Indian Classicial Literature by Professor Turner, Mr. Utgikar, Dr. Vaidya, Dr. Siddiqui, Professor Hume, Swami Sharvanand and Professor Horwitz; one in Indian Music by Mr. E. Clements; four in European life and thought by Dr. Parker, Professor Buck, Mr. F. S. Marvin, and Professor W. Jackson. The three Science courses were delivered by Professor Radhakrishna, Professor A. Compton, and Mr. H. B. Shroff.

Inter-Collegiate Lectures.

26. The Colleges in Bombay provided for common courses of lectures for M.A. candidates by mutual arrangement. These courses were organised by the College staffs and were delivered in the Colleges themselves without any assistance from the University.

To supplement these courses and to stimulate original work in Sanskrit, Indian History, and Mathematics the University provided, under its own auspices, twenty-three courses during the quinquennium. Five of the courses, for want of students, had to be cancelled. The attendance records show that during the quinquennium 85 students in all attended these lectures and the attendance varied from two at the Medical course to seventeen at the English course. These lectures cost the University roughly Rs. 17,000, *i.e.*, Rs. 195 per student for each course of 12 lectures. Apart from the expense, it may be observed that most of the lecturers appointed were members of the staffs of the affiliated Colleges. In other words, the lecturers received extra remuneration for giving in the University buildings lectures which they would otherwise have given, or might have given, in their own Colleges.

Research and Public Grants.

27. During the quinquennium twenty-five grants, amounting to Rs. 13,060, were made in aid of research work, and grants amounting to Rs. 23,540 in aid of learned publications, of which Rs. 15,000 was paid to the Bhandarkar Oriental Research Institute for the production of the new standard edition of the Mahabharat.

28. The new University Buildings were completed at a cost of over Rs. 8,00,000, and the University School of Economics and Sociology is now completely housed in University premises. This school, which is maintained by the University by means of a special grant from Government, aims at imparting training in the methods of research and at encouraging original investigation into the various problems of the economic and social development of the country. Throughout the quinquennium the following staff was maintained :—

University School of Economics and Sociology.

Professor of Economics ..	.. Professor K. T. Shah	1921-27
Professor of Sociology ..	.. Professor P. Geddes	1919-24
Assistant Professor of Economics	.. Mr. C. N. Vakil ..	1921-27
Readers in Sociology ..	.. Dr. Ghurye ..	1924-27
	Dr. Thoothi ..	1925-27

I quote the following remarks from the report of the Secretary on the methods of work followed by the Staff :—

"Each member of the Staff delivered two lectures a week so as to "cover between themselves half of the M.A. course in Economics and "half in Sociology in one year. Personal attention was paid to students, "and difficulties arising out of lectures were discussed fully in informal "seminars.

"Each research student was given personal guidance and instruction "any time he sought for it. At least two hours a week for each student "were needed for this work. A practice has grown up, in consequence, "to devote a regular period to each research student every week. "Informal discussions and demonstrations of Methods of Research "were held from time to time to rouse interest in carrying out research "in any problem. Every attempt is made by the members of the staff "to concern themselves intimately with the progress of students. It "is the aim of the Teachers of this School to create an atmosphere of "perfect freedom of intellectual intercourse, so that students would "take a personal interest in the problems the Teachers may themselves "be engaged on and *vice versa*, thus enabling the students to collaborate "with their teachers as apprentices and junior colleagues on their way "to acquiring the Masters' degree."

29. The most noteworthy event in the history of the University during the Quinquennium was the appointment of a Committee in March, 1924, to examine the position of the University of Bombay in all its aspects. The Committee of which the Vice-Chancellor, the Honourable Sir Chimanlal Setalvad, was Chairman, presented its report to Government in 1925. The main recommendations of the Committee are summarised below :—

The University Reforms Committee.

That, although research must play an increasingly large part in the work of the University, it cannot as yet be its dominating function, but the University must regard as its main object to see that its under-graduates acquire a foundation of solidly acquired and fully comprehended knowledge.

They held that the University of Bombay should look with favour on the growth of other Universities in suitable centres in the Presidency, but were afraid that neither in finance nor in Educational resources were any centres yet ripe.

Post-graduate teaching and the conduct of research in Arts and some professional subjects should, they thought, be in the hands of the University. They emphasised the importance of concentrating the Bombay Colleges round the University in order that co-operation might be possible in both post-graduate and under-graduate work. Local Committees were to do the co-ordinating work of the University in such centres as Poona.

So long as the University has no laboratories of its own they thought that it could best help Scientific research by keeping in touch with the industries of the Presidency and by suggesting practical lines along which scientists might work.

The Committee unanimously agreed that the majority of the Fellows should be elected and that public and semi-public bodies who stand for the higher interests of the Presidency should have representation on the Senate. They were in favour of adding to the present Faculties one in Technology, one in the Fine Arts, and another in Teaching.

The inspection of affiliated institutions was to be more thorough and the University was to recognise its responsibility for the efficiency of the work carried on therein.

Special stress was laid on the need for some kind of supervision by the University over the physical welfare of the students. It was considered that the University should exercise strict supervision over their residence and should organise courses of physical training.

While the Committee were not in favour of separate institutions for women students, they thought that special courses should be prescribed for them.

The Committee agreed that the University should not increase the number of University Examinations leading to its degrees, but thought that the standard should so be raised as to make the Matriculation Examination equal to the present First Year, and the First Year equal to the present Intermediate examination. On the question of the medium of instruction the Committee thought that English should be the medium in Bombay and most of the members thought it should be so in any new University also. They desired that Pass Courses should be distinguished from Honours Courses and that Primary and Secondary Education should be so reframed as to reduce the pre-Matriculation course by one year. They decided against Intermediate Colleges.

The control of the University should, they thought, be ultimately in the hands of men of affairs.

The number of Fellows was to be raised from 100 to 150 with a 75 per cent. elected element. This body was to be responsible for fundamental legislation and general supervision and control, but all administrative

and academic details were to be settled by the Syndicate and by a new body, the Academical Council. The Vice-Chancellor was to remain an honorary Officer, but two full-time salaried Officers, a Rector and a Registrar, were recommended.

The report was forwarded by Government to the University for remarks and after twelve meetings the Senate submitted its remarks in February, 1926.

The Senate accepted, with a few minor modifications, the constitutional recommendations of the Reforms Committee. It proposed to reduce the professional element on the Syndicate from eleven to eight and to raise the numbers of the Senate's representatives thereon from four to ten. The Syndicate was as a whole therefore to be increased from 17 to 20, and was to hold Office for 2 years, half its members retiring each year. It was to be the Executive authority of the University and to have full control over all University bodies other than the Senate. As regards the appointment of a full-time salaried officer the Senate were evenly divided, a majority being against the creation of such an appointment.

There was considerable difference of opinion regarding concentration of Colleges in Bombay. The Reforms Committee had before it two proposals for the site of the Univerity. It considered in the first place the advisibility of removing the University to Salsette, but found the objections insuperable and decided to recommend the concentration of the Bombay Colleges in the Fort. The scheme was estimated by the Committee to cost 10 lakhs. It was, however, generally felt that the expenditure was underestimated by the Committee, and that the scheme did not offer such advantages either to the University or to the other Educational bodies concerned as to justify the expenditure.

The consensus of opinion was that the University should not, at all events for the present, undertake inter-collegiate undergraduate teaching, but should concentrate on higher studies and conserve its resources for post-graduate instruction and research.

In the reply to Government on the Reforms Committee Report the Senate recommended the following proposals to be taken in hand immediately :—

(1) Elaboration of the University Administration machinery,
(2) Reform of the Senate,
(3) Expansion of post-graduate instruction and research,
(4) Establishment of a College of Technology,
(5) Establishment of a Provident Fund,
(6) Organisation of Physical Training,
(7) Provision of a statutory grant.

Many of the changes proposed by the Reforms Committee must, for financial reasons alone, be regarded for the time being as little more than the expression of pious hopes. The non-recurring cost of even those items recommended to be carried out immediately amounts to Rs. 50,00,000, and the recurring cost to Rs. 10,00,000.

The main constitutional changes proposed by the Senate have been embodied in a bill to amend the Universities Act of 1904 so far as it affects this University. The bill was read for a third time and passed at the last session (*i.e.* March, 1928,) of the Bombay Legislative Council, but the assent of the Governor General to it is still awaited. The question of Physical Training and the question of the reorganisation of Primary and Secondary courses are before special committees appointed by Government,

University Information Bureau.

30. The Foreign Universities Information Bureau, conducted by the University, was opened in the last year of the quinquennium, as a result of the recommendation of the Lytton Committee, in place of the old Provincial Advisory Committee, which was controlled by Government.

The Bureau is under the direction of a Committee of educationists possessing knowledge of the social and educational conditions of Indian students, and of members of the general public who, by virtue of their knowledge of educational institutions in foreign countries, are considered competent to give useful information and advice to students.

The Provincial Advisory Committee was confined to correspondence with the Students' Department of the High Commissioner's Office, but the Committee of the Bureau have decided to correspond direct with the Universities and other educational institutions.

Seven hundred and sixty-five students made inquiries in writing and 583 by personal visit. About 700 prospectuses were issued to students proceeding to foreign countries for higher education.

The following table gives the number of students who, so far as the Committee are aware, proceeded to England, and the courses selected by them:—

	1921-22	1926-27
Bar	7	4
Engineering	5	4
Technology	1	2
Oxford and Cambridge Degree; Bar or I.C.S. or both	5	7
Medicine	4	4
London B.Sc. (Econ).	2	3
London B.Com. Degree	3	1
Forestry and Agriculture	..	1
Degree in Education	1	3
Higher Degrees	..	..
Pure Science	1	..
Accountancy	..	1
Arts Degrees, London	..	1
Total	29	31

Inter-University Board.

31. Principal McKenzie of the Wilson College was selected as the representative of the University on the Inter-University Board. The University has agreed to make an annual contribution of Rs. 1,600 to the Board.

32. The University Training Corps, which was formed in 1921 out of the old Section of the Indian Defence Force, showed considerable activity. In the beginning of the quinquennium the corps was limited to Bombay and Poona, but it has since extended its work to Dharwar, Sangli, and Ahmedabad. The fact that many Colleges, both in Bombay and in the mofussil, are clamouring for representation is sufficient proof of the popularity of the movement. Since 1924, the unit has maintained its full sanctioned strength of 670. The University has made an annual contribution of Rs. 1,000, which has now been raised to Rs. 2,000.

The University Training Corps.

Annual camps of exercise were held throughout the Quinquennium. Attendance at these camps is regarded as equivalent to attendance at College for the purpose of keeping terms. The attendance was invariably very high. Thus at the Camp held at Christmas 1926-27 for fifteen days near Poona, 665 attended out of the total strength of 670. The Corps was visited from time to time by distinguished soldiers, who expressed their satisfaction with the work of the unit. Major H. Hamill, who commanded the Unit throughout the Quinquennium, specially commends the services of the Adjutant, Captain H. P. Jordan, of the Poona Engineering College. The following remarks of Major Hamill are of interest :—

"As is natural enough in any volunteer organisation, some students "join in a fit of enthusiasm and before many months are past grow weary "of the iteration of military exercises and cease to fulfil the obligations "they have undertaken on oath. To prevent the necessity of drastic "military handling of such defaulters the University has ordered that "consistent disregard of duties voluntarily incurred should debar the "culprit from appearing at the next University Examination.

"On the other hand, the number of students who have served four "or five years in the corps is steadily growing and it is on these young "men that the movement must ultimately rely for the cultivation of "that *esprit de corps* without which it is valueless.

"The results to be aimed at are physical and civic rather than military, "and that both are being attained is proved by the fact that the 1922 "demands for more food are replaced by 1926 demands for more "exercise and that the unit which in 1921 could not march two miles "can now march twenty.

"In fact it is probable that more education of the kind likely to "benefit the community as a whole is bestowed by the University "Training Corps than by any other University Department, and for "this reason it is desirable to expand the unit so as to enable it to "admit all who desire to join. For the right to render voluntary service "in it should be maintained as a privilege and the authorities of the "corps should have the power to pick their men."

I entirely endorse Mr. Hamill's remarks. I have visited the camp of exercise on more than one occasion and I have been greatly struck by the keenness and cheerfulness of the students and by their readiness to make the least of discomforts. I regard the training given in the Corps, especially at the annual camp, as of very high value from the moral and

disciplinary point of view. I can also certify that more than one officer of high rank spoke to me personally in very favourable terms of the bearing and general performances of the cadets.

Inter-Collegiate Sports.

33. The University has recently created a Department of Inter-Collegiate sports and athletic competition. A Board consisting of members on the staffs of the different Colleges and of others interested in athletic activities has been formed for the organization and supervision of the Department. The aim is to provide for a system of physical exercise which shall be compulsory in all Colleges. Experiments are being made in the Poona Colleges as to the best form of exercise, and as to the best method of providing the instruction.

CHAPTER IV.

ARTS COLLEGES.

Arts Colleges.

34. There are 18 Arts Colleges in this Presidency affiliated to the University, of which five are maintained by Government, four by Indian States, and the remaining nine are managed by private bodies. The Sind National College, Hyderabad, and the Gokhale Education Society's H.P.T. Arts College, Nasik, were affiliated during the quinquennium. The Royal Institute of Science, which formerly formed part of the Elphinstone College, was affiliated as an independent College in the Faculty of Science in 1926.

Of the 18 Colleges, four are in Indian States—the Baroda College, which has some 800 students, the two Kathiawar Colleges, in the Bhavnagar and Junagadh States, and the Rajaram College, Kolhapur.

Fuller statistics of all Arts Colleges will be found in Subsidiary form No. 1 printed in the Supplement to this Report.

The total number of students in the 14 Arts Colleges in British Districts increased by 1,927 to 6,984, of whom 380 were women as against 179 five years ago. The increase in the number of students was shared by all the Colleges except the Deccan and the St. Xavier's, which showed a decline of 19 and 109 respectively. The following table gives the distribution of the students (Men) by caste or creed and their percentage to the total male population of that community :—

	Number of students (Men) in Arts Colleges	Percentage to the male population of each community
Europeans, Anglo-Indians, and Indian Christians ..	289	0·2
Hindus—		
Advanced	4,806	0·5
Intermediate	597	0·01
Backward	18	0·00
Muhammadans	315	0·02
Parsis	548	1·3
Others	31	0·2
Total ..	6,604	0·07

Expenditure.

35. The total recurring expenditure on all Arts Colleges in British Districts increased by Rs. 5,03,534, or about 36 per cent., to Rs. 19,17,917, which was met from the following sources :—

	Amount Rs.	Percentage
Government grant ..	.. 5,75,289	30·0
Board funds ..	.. 21,875	1·1
Fees	.. 9,01,398	47·0
Other sources ..	.. 4,19,355	21·9
Total ..	19,17,917	100

36. The average cost per student in a Government College, excluding the Royal Institute of Science, fell from Rs. 361 to Rs. 336, of which Rs. 175 was contributed by Government as against Rs. 259 in 1921-22. The reduction in the Government share of the expenditure was mainly due to the income from the various endowment funds being now credited to the cost of maintenance.

Average annual cost per student.

The average cost per student in an aided College rose from Rs. 230 to Rs. 252, of which Rs. 43 was contributed by Government, and the average cost in an unaided College from Rs. 79 to Rs. 128.

37. All the Arts Colleges are first grade Colleges. Of the nine non-Government Colleges in British territory, all except the H. P. T. Arts College, Nasik, and the Willingdon College, receive grants from Government. The Government grants awarded to aided Colleges in 1926-27 amounted to Rs. 1,87,000, which formed less than one-fourth of the admitted expenditure.

Grants.

38. The Royal Institute of Science, Bombay, which formerly formed part of the Elphinstone College, was affiliated during the last year of the quinquennium to the University in the Faculty of Science. The Institute caters for both undergraduate teaching and post-graduate research, but it is primarily intended for research work in Science, both pure and applied, providing instruction for graduates in Science desirous of obtaining the M. Sc. degree of the University by means of original research work of a high order. Government have announced that they are prepared to provide additional staff and apparatus, as far as practicable, for the prosecution of original research, and have decided that if the undergraduate work is found to interfere with post-graduate work it will be discontinued to the required extent.

Royal Institute of Science.

The number of students rose from 67 to 188, of whom 62 were reading for the Intermediate Science, 96 for the B. Sc., and 30 for the M. Sc.

During the quinquennium the staff was strengthened by the addition of an I.E.S. post of Professor of Applied Mathematics, which was transferred from the Elphinstone College along with its incumbent, Mr. K. R. Gunjikar, M.A. (Cantab.), B.Sc. Another I.E.S. post, that of Professor of Botany, was also transferred to the Institute (from the Gujarat College) along with its incumbent, Mr. S. L. Ajrekar, B.A. (Cantab.), in exchange for a B.E.S. post. Mr. P. R. Awati, B.A. (Cantab.), was appointed to the I.E.S. post of Professor of Zoology in 1922, and Dr. Mata Prasad, D.Sc., to the temporary post of Professor of Inorganic and Physical Chemistry sanctioned in 1925 in lieu of the I.E.S. post in the same subject held by Dr. Fox, who subsequently retired in 1927.

Important additions were made to the equipment and apparatus, as shown in the following table :—

Year	Apparatus, etc.	Library	Total
	Rs.	Rs.	Rs.
1922-23	48,679	12,717	61,396
1923-24	63,313	12,158	75,471
1924-25	52,318	12,572	64,890
1925-26	21,722	11,459	33,181
1926-27	42,620	15,333	57,953

The expenditure for 1926-27 amounted to Rs. 1,66,635, and was met from the following sources :—

	Rs.
Government funds	69,825
Fees	22,682
Endowments	71,520
Subscriptions and other sources ..	2,608

Thirteen students from the Institute appeared for the M. Sc. degree in 1927, of whom 11 passed, one having secured distinction.

Scholarships.

39. In addition to the scholarships awarded from the many endowment funds, 30 scholarships of the value of Rs. 20 per mensem in the Presidency proper, and of Rs. 30 in Sind, are awarded annually by Government to students of the Intermediate classes, 22 scholarships of the value of Rs. 20 per mensem being awarded annually to students of the Backward communities. These scholarships are tenable for four years and may be held in any College in British Districts.

Hostels.

40. The University requires that all affiliated Colleges shall make provision for residential quarters for the students. The number of students living in hostels attached to Arts Colleges increased from 1,339 to 1,738, which was about one-fourth of the total number of students on the rolls. The cost of messing varies. At the Deccan College it was about Rs. 32 per mensem, which appears to be excessive.

At the Fergusson College, an additional block to accommodate about 80 students was recently constructed for the benefit of pupils of the Backward communities.

Proper arrangements for medical and general supervision are made in all hostels.

Examinations.

41. The following table gives the total number of students in the various colleges and the results of the B.A. and B. Sc. examinations held in March, 1927 :—

Name of College	Number of students in Colleges	Total number examined	Passed in Class I	Passed in Class II	Pass	Total passed	Percentage of total passes
B.A.							
Elphinstone ..	415	73	4	25	20	59	80·82
Deccan ..	236	38	1	14	16	31	81·57
Wilson ..	805	81	6	37	27	70	86·41
St. Xavier's ..	957	77	2	19	41	63	81·81
Gujarat ..	695	68	1	19	42	62	91·17
Fergusson ..	1,261	92	3	17	48	68	73·91
D. J. Sind ..	617	80	..	28	32	60	75·00
New Poona ..	446	77	3	21	32	56	72·72
Karnatak ..	491	40	..	5	18	23	57·50
M. T. B. Arts ..	268	34	..	9	16	25	73·52
Willingdon ..	386	65	1	8	35	44	67·69
	Average for the University						71·40

Name of College	Total number examined	Passed in Class I with distinction	Passed in Class I	Passed in Class II	Pass	Total passed	Percentage of passes
B.Sc.							
Wilson ..	30	..	3	9	6	18	60·00
St. Xavier's ..	25	1	2	4	7	14	56·00
Gujarat ..	24	2	1	10	4	17	70·83
Fergusson ..	101	..	2	15	34	51	50·49
D. J. Sind ..	29	..	1	2	12	15	51·72
Royal Institute of Science.	58	5	7	11	15	38	65·51
Grant Medical ..	2	..	..	..	..	..	00·00
	Average for the University						58·95

Discipline and College life.

42. The reports received from the Principals of the different Colleges appear to show that discipline as a whole was satisfactory. During the last few years of the previous quinquennium the interest of the students was largely centred in political matters. Since then the violence of political agitation has greatly lessened and it is reported that the students have now settled down to the more sober conditions of

the pre-non-co-operation times. The Principal of an aided College, however, reports—

"The after-math of the non-co-operation movement is not yet "wiped out. Throughout the period of the quinquennium it was "clearly noticeable that students were keen on nothing. Even "sports had not had much attraction for them. Much less could "studies claim any great attention from them. A kind of philoso- "phic doubt about everything surrounding them had taken possession "of their minds. This brought on a kind of listlessness, the ban of "every kind of serious work. However, it must be admitted that "matters are taking a more sane turn, as is observed even in Political "matters, and it is hoped that students will have fully recovered ere "long."

In my previous reports I have referred to the general tendency on the part of the students to neglect the facilities provided for games. Many think that their only obligation as students is to attend the College lectures. I repeat the remarks made by Mr. A. L. Covernton in his report for 1925-26 —

"The physique of students appears bad and I think a medical "examination would prove it to be worse than it looks. Hindu "students as a whole are not interested in Western games and do not "play them. Doubtless poverty has something to do with it. What "I think are really the causes are first the climate of Bombay aided "by the prevalence of Malaria in sapping the physical constitution; "and secondly, a wrong conception of education, a failure to *realise* "that education includes the training of the body. There is plenty "of talk about this but the majority of students fail to apply it to "themselves: and those who undertake any physical training are "prone to be misled by cheap American literature into adopting "exercises like weight-lifting, that are apt to do more harm than "good. I have now come round to the conclusion that the remedy "must be found in the application by the University of some form of "compulsory physical training, an application which to begin with "may be restricted to students in their first two years. With this "may be combined the gradual extension of the University Training "Corps to include a much greater proportion of the under-graduate "students—possibly also to more advanced form of scouting known "as Rovering—and the insistence by the University on the medical "examination once or twice at least during the University career of "each student and the communication of medical record to parents "or guardians. Proposals to this effect are now under consideration "by the Syndicate."

A scheme for the introduction of compulsory physical training in the Poona colleges has recently been introduced, assisted by a grant from the University.

43. The tutorial system is followed in most Colleges. At the Sind National College, where a period is set apart in the daily time table for the purpose, the system is reported to have shown good results. The Principal of the Deccan College states that unless the First Year students, the majority of whom are intellectually undeveloped, are taught by the tutorial method, they are apt to lag behind and thus become a hindrance to the class as a whole. This is only an amplification of the old complaint that the majority of the students who enter the Colleges are unable to take proper advantage of the education offered them.

Tutorial Work, College teaching, and subjects.

Mr. Findlay Shirras, Principal of the Gujarat College, while emphasizing the need for the introduction of a full tutorial system, observes—

"Considerable attention was given during the last year in the "quinquennium to improvements in teaching. This improvement "in teaching was especially necessary in the case of English which "is, as already noted, badly taught in the schools of Gujarat. In "English and Economics and indeed in most classes the tutorial "system has been introduced. The Senior Professor of English "reports that he notices a marked change in the year under review. "The principle followed is to impress on the student that he has to "do his course of reading, and that once a week he may, when he "meets his tutor or teacher, ask questions and get his difficulties "removed. The lectures are supplementary to the reading which "the teacher guides, and the tutorial classes are divided into small "groups. The students have taken well to this, and it is only in some "of the largest classes that the system is not working satisfactorily "owing to paucity of the teaching staff. The introduction of improved teaching has meant that the teaching staff has more work, but "they have gladly co-operated especially in Economics and in "English. In Science there are colloquiums as in Chemistry. If "we had more staff a full tutorial system could be introduced and "batches of not more than ten would meet the teacher. This is not "at present feasible but we are struggling on towards the light with "what we have.

"The great disparity between staff and students is well "brought out by examining the relation between the staff and "students in the great American Universities at the present time. "It is, of course, hardly necessary to point out the difference in "conditions, especially in the wealth of these seats of learning.

"In Harvard	there are	863	teachers and	6,467 students.
" Yale	"	926	"	5,143 "
" Princeton	"	270	"	2,448 "
" Columbia	"	1,292	"	13,392 "
" Cornell	"	921	"	5,698 "
" John Hopkins	"	389	"	1,599 "

"In the best of American Colleges and Universities the proportion "is from 1 : 4 to 1 : 10, while in the Gujarat College including even "demonstrators the proportion is 1 : 23."

The Principal of the Wilson College attributes the chief handicap to the teaching in colleges not only to the inefficient teaching in schools but to the bad habits of study and work developed by the students while at school. He remarks—

"There are many of our students who have acquired at school "thoroughly bad habits of study and of work. To many study "means memorising, and very inaccurate memorising at that. Many "have never learned to express themselves with accuracy. Bad "spelling, faulty syntax, wrong idioms, and the even more inexcus- "able faults of careless omission of words in writing, and of the "neglect of all effort after neatness in writing, are evidence of the "low standard of efficiency which marks the work of the schools. "These are evils that cannot be remedied in a year of study in a "College. The only remedy is the improvement of the schools. "And this means more adequate provision for the training of teachers, "and better conditions of service than the managers of most schools "now offer."

With reference to these remarks, I would again point out that, however bad the teaching in some of the schools may be, it is the University that is responsible for the admission of students to the Colleges. So long as the University allows unfit boys to pass the School-leaving examination, the Schools will continue to send up unfit boys. The remedy lies, as I have repeatedly urged, in raising the standard required for matriculation.

Mr. Findlay Shirras concludes—

"Finally, I desire to draw attention to the great difficulty which "many of our graduates find in their search for suitable work. I "have no statistics, but it seems to me that things have become "considerably worse in recent years. The theory is widely held that "the reason for this is that education is not related to practical life, "and in particular there are many critics who condemn the literary "education which is given in the Arts Colleges. If our B.As. were "the only people who found difficulty in getting work, one might be "impressed by this criticism. But highly qualified graduates in "Science and Technology on their return from Europe often have "the same experience. If the fault be on the side of our education, "it must be a far more fundamental one than the average critic "realises. It is a very large subject, and I do not propose to do more "than mention it now. But if it be true, as we are told by some "educationists, that we have not finished with the education of our "pupils till we have seen them started on their life-work, then it is a "subject that demands our serious attention."

I have, in the chapter on Secondary Education (paragraph 66), touched on the problem referred to by Mr. Findlay Shirras. His

conclusion would appear to be for the establishment of an agency for finding employment for graduates. An intelligently conducted Bureau might be useful in putting the right applicants in touch with the right employers. But I venture to point out that no such means could create employment.

Events of importance.

44. The cause of higher education in this Presidency suffered a great loss during the quinquennium from the retirement of Mr. A. L. Covernton, who was for many years Principal of the Elphinstone College, Bombay. At a farewell "At Home" given in his honour His Excellency the Chancellor spoke in high terms of the valuable work done by Mr. Covernton and of the high standard of efficiency for which he consistently strove. He was on his retirement honoured by the receipt of the order of the C. I. E.

The teaching of Science up to the Intermediate was introduced in the Karnatak College in 1923-24—a tendency which has since been followed by other Colleges. The Intermediate Examination in Science being the qualification for the Medical and Engineering courses, it is found that Colleges which do not teach Science are at a considerable disadvantage.

A special feature in the Karnatak College has been the practice of giving extension lectures by various members of the staff, attended by members of the educated populace of the town.

The New Poona College now meets in magnificent buildings of its own on the outskirts of the city, built at a cost of about Rs. 4½ lakhs, of which Government contributed about 2 lakhs.

Several important extensions were made to the buildings of the Wilson and the St. Xavier's Colleges, a new Science wing being added to the latter. One-half of the total cost of these extensions was met by Government.

CHAPTER V.

Professional Colleges.

Introduction.

45. This chapter deals with Professional Colleges affiliated to the University. An account of other professional institutions, such as Industrial and Technical schools, Engineering and Commercial classes, etc., is given in chapter IX.

Law.

46. The number of students in the Government Law College, Bombay, fell from 740 to 498. The decrease was due to the opening of a Law College in Poona. The Bombay College meets in the morning and in the evening, the Professors, who are usually appointed for a term of three years, being part-time officers, occupied as pleaders in the High Court, or in other legal occupations, throughout the day.

It is reported that free use is made of the Law Library by students and subscribers. Nearly 700 new books were added during the quinquennium, Rs. 10,362 being spent on the purchase and upkeep of books and Rs. 2,282 on furniture.

The policy formerly followed had been to concentrate all Legal Education in Bombay. But a new Law College was allowed to be opened at Poona in 1924. The numbers are steadily increasing and there were 467 students on the rolls at the end of the quinquennium. In 1926 a further College was opened at Karachi, and since the end of the Quinquennium yet another, at Ahmedabad.

All the Law Colleges more than pay their way. Details of the expenditure and the cost per student will be found in subsidiary form No. 1 printed in the Supplement to this Report.

Medicine.

47. The Grant Medical College, Bombay, maintained by Government, had 518 students on the rolls as against 1,161 five years ago. The first and the largest drop was in 1923-24, in which year the courses were revised, to satisfy the requirements of the British Medical Council. The admissions to the College were reduced and the standard for admission to the course was raised to the Intermediate Science examination (B group).

Under the new regulations the students are required to do three years' hospital work instead of two, as formerly. Better facilities are now provided for practical work in Midwifery and Gynæcology, the N. J. Wadia Maternity Hospital and the Cama and Albless Hospitals having been thrown open to students for this purpose. The staff was strengthened by the addition of Honorary Physicians and Surgeons, of whom there are now twelve, and by the appointment of Associate Professors in the subjects of Medicine, Surgery, and Midwifery.

The Seth Gordhandas Sunderdas Medical College was opened in 1925 and has since been permanently affiliated by the University as a full grade Medical College teaching up to the M.B.B.S. degree. It owes its origin to the endowment of Rs. 14,50,000 given by the trustees of

the late Seth Gordhandas Sunderdas to the Bombay Municipal Corporation for the foundation of a Medical College in association with the King Edward Memorial Hospitals. The number of students in the College in 1927 was 100.

The results of the University examination in Medicine are given in Government of India table VIII attached to this Report. Details of the expenditure and the cost per student will be found in subsidiary form I published in the Supplement to this Report.

Secondary Training College.

48. The Secondary Training College, Bombay, was founded in 1906 and for the first fourteen years of its existence prepared teachers for its own diploma, known as the Secondary Training College Diploma (S. T. C. D.). In 1920 the College was affiliated to the University for the purposes of the degree of the Bachelor of Teaching, and in 1923 the first examination for Part I of that degree was held, the diploma being discontinued. The course involves two examinations—Part I (Written) and Part II (Practical). The syllabus for the examination in Part I, which was revised in 1927, includes—

(*a*) The Science of Education—
Psychology and Principles of Education.

(*b*) The History of Education—
History of Education in the East and West; Modern Developments.

(*c*) The Practice of Education—
General Methods, Special Methods, School Organisation, Hygiene, etc.

The work for the examination in Part II includes—

(*a*) Observation of lessons.

(*b*) Practice lessons.

(*c*) Experimental Psychology and Mental Tests.

For some years most of the places were reserved for teachers from Government Secondary schools, but from 1924 it was found possible to admit a far larger number from non-Government schools. The number of students admitted to the College in June, 1927, was 60 (including 7 women), of whom 50 were from non-Government schools.

Some account of the work done in the College will be found in the chapter on Secondary Education (para. 69).

The expenditure rose by Rs. 17,850 to Rs. 64,702, while the total cost per student decreased from Rs. 1,464 to Rs. 1,320.

Engineering.

49. The number of students in the College of Engineering, Poona, fell from 194 to 184. The decrease was mainly due to the entrance test having been raised to the Intermediate Science examination in accordance with the new course introduced in 1924. The elements of Chemistry, Physics, and Mechanics are taught in the Arts Colleges. This arrangement affords greater facilities for practical work in the Engineering College. The course in one of three years.

Schemes for the extension of the College and Workshop buildings to enable the College to admit 100 fresh students annually instead of 60 as at present were sanctioned in 1924-25. The new buildings for the Physics and Electrical Engineering Departments and the extensions to the Workshop buildings have since been completed, but it has not yet been found possible to increase the admissions.

The expenditure increased from Rs. 1,53,207 to Rs. 1,98,481, of which Rs. 1,67,680, or about 85 per cent., was met from Provincial funds. The average cost per student was Rs. 1,090 and the cost to Government Rs. 921, an increase of Rs. 316 and Rs. 246 respectively.

Thirty-two candidates were sent up for the B. E. (Civil) examination, of whom 19 passed, one securing a first class. Out of 7 candidates for the B. E. (Mechanical) examination five passed. These figures clearly indicate which course is the more popular. Few students volunteer for Mechanical Engineering, which involves far more physical labour, and it is generally only those who fail to get admitted to the course in Civil Engineering that take the Mechanical Engineering course.

The various College societies maintained their activities. Several extended tours were undertaken to places of Geological and Engineering interest.

An account of the Workshop and the Diploma classes attached to the College is given in chapter IX.

The N. E. D. Civil Engineering College, Karachi, which was opened in the first year of the quinquennium with the first year class only, is now a full grade Engineering College, teaching up to the B. E. degree. It has justified its claim to be considered an efficient institution, thanks chiefly to the efforts of its first Principal, Mr. G. N. Gokhale. The number of students rose to 143 at the end of the quinquennium. Of the 24 candidates who appeared for the B. E. examination in 1927, 16 passed, two having secured a first class. The College will be of great practical use to the Province in supplying engineers for the developments which are expected to result from the Sukkur Barrage scheme.

The Engineering classes formerly attached to the D. J. Sind College, which were closed in 1925, were reorganised and attached to the N. E. D. Civil Engineering College in the following year. These classes are intended for the purpose of training students as sub-overseers and follow the syllabus of the Workshop classes of the Poona Engineering College.

Agriculture.

50. The Agricultural College, Poona, which is the only institution of its kind in this Presidency, is under the control of the Department of Agriculture. The qualification for admission is the First Year Arts course of the Bombay University. Students from other Universities are in most cases required to have passed the Intermediate Arts or Intermediate Science examination. It was found necessary to restrict the number of fresh admissions to seventy-five every year, as the number formerly admitted was more than the equipment and the staff could cope with. The large influx of

students from other Provinces also necessitated the fixing of a limit of 10 per cent. for students from outside the Presidency. Of the 201 students in the degree classes, 170 (including 77 Brahmins) were Hindus, 14 Muhammadans, and 17 others.

I insert the following note by the Principal, Dr. Burns :—

"The Poona College of Agriculture grew out of agricultural classes "held in the College of Science and has been in existence as a separate "institution since 1908. Changes in its curriculum took place in 1916 "and again within the quinquennium under report, namely in 1925. The "effect of the last named changes has been to give a greater range of "optional subjects in the final year, but at the same time to reduce the "amount of attention given to specialisation and to increase the value "of the nucleus course. Agricultural Engineering, which has a great "future throughout the world, has been elevated to the rank of a com- "pulsory subject in the degree examination. There is, also, in the new "course, more insistence on field work by the students and a definite "allotment of marks by the University for such work. The number "of students admitted annually is limited to 75 of whom not more "than 10 per cent. may be from outside the Bombay Presidency. The "annual average number of graduates for the years 1922-23 to 1927-28 "was 36. These are men who definitely took the degree of B. Ag. of "the Bombay University. In addition there were on the average 5 "men annually who took the College Diploma undergoing a course and "examination of equal severity with those for the degree. There is a "short course of one year (mainly practical) for men not desiring a degree "and from this 8 men annually passed. Special courses are occasionally "arranged for men who desire training in some narrowly limited subject "such as Dairying, Horticulture or Oil Engine work. It would be "possible to do more of this kind of work if more staff were available. "It is most useful and hopeful work as the men who take such courses "have no desire for service and go straight into some branch of business "connected with farming.

"Of the students who have taken the degree of B. Ag. approximately "16 per cent. are engaged in actual farming. The others are employed "in various ways. They are to be found in the Revenue, Co-operative, "Public Works (Irrigation), Educational, Forest, and Agricultural "Departments. Many have been absorbed as investigators in agricul- "tural researches financed by the Sassoon David Trust and by the Indian "Central Cotton Committee. Firms dealing in artificial manures have "recently started intensive propaganda in India and many agricultural "graduates have been taken up by these companies. The Principal "receives occasional requests for graduates from places outside India such "as certain of the African colonies, the Andaman Islands, and the "Persian Gulf. A few have left agriculture altogether for business "in various forms and one has become a most successful mining "engineer.

"The College continues to be popular outside the Bombay "Presidency, especially in Ceylon, Travancore State, Cochin State,

"Hyderabad State and Bengal. It is not usually possible to meet "the outside demand. This is regrettable as, generally speaking, "we get a better type of man educationally from outside than from "inside the Bombay Presidency.

"The entrance standard of the College is still the First Year "Arts Examination of the Bombay Colleges, and judging from the "certificates presented by applicants those applying for admission to "this College are educationally considerably below the standard say, "of those admitted to the Engineering College. The Principal is "not yet in a position to set a very high standard but a certain amount "of judicious weeding out of the less well-equipped among the "candidates is necessary.

"The most hopeful development so far as candidates are concerned "during the quinquennium is the fact that every year certain well-"to-do parents whose sons are eligible for the degree course, do send "them to this College with intention that they shall after graduation "take up the management of their lands and with the means to carry "out this intention. I look forward to an increase in this class, also "in the class of men who take the short or special courses. Briefly, "the College has been growing in the following directions:—

"(1) as a technical institute teaching men who do not desire "degree, the main elements of farming and training them in the "practice of agriculture,

"(2) as an institute producing research workers who are taken up "in the many schemes now requiring them,

"(3) as an institute producing men who on a small or large scale "either farm for themselves or manage estates belonging to them-"selves or others,

"(4) as an educational institution producing men who have an "education, through agriculture, in ability and character and who "have taken to the teaching of science, to administration, or to "business, and who have distinctly profited by their contact with "reality got in the practical work of this College.

"Proposals and plans for increased accommodation are now under "consideration and it is hoped that this College will increase its activities "in all directions."

Commerce.

51. The Sydenham College of Commerce and Economics, Bombay, teaches the full course leading up to the University degree of M. Com. As a College of "Commerce" it aims at training a class who aspire to a commercial career. As a College of "Economics" it aims at providing a liberal education in all branches of social science likely to be helpful to those concerned with public affairs. It also offers facilities, under expert supervision and guidance, for postgraduate research in connection with the many problems of Indian economic development. In its management of the College the Department is assisted by an Advisory Board, of which the heads of

many of the leading mercantile institutions (*e.g.*, The Bombay Chamber of Commerce, the Millowners' Association, etc.) are members.

The College now meets in its own buildings, which afford greater facilities for the expansion of its various activities. The scheme for the provision of a building for the hostel has had to be abandoned, for want of funds. The number of students was 269, as against 246 five years ago. The Principal reports that owing to the opening of commercial colleges in other Provinces, the demand for admission has slightly fallen off.

Several important improvements were made during the quinquennium, of which the following may be mentioned :—

(*a*) A Commercial Museum has been established containing samples of different kinds of commercial products ;

(*b*) Arrangements have been made for the teaching of Actuarial Science, the only optional subject prescribed by the University for the B. Com. degree examination ;

(*c*) Three fellowships of the value of Rs. 50 per mensem and 12 scholarships of the monthly value of Rs. 35 have been sanctioned by Government, the latter being specially intended for the benefit of Muhammadans and for the Intermediate and Backward Hindus ;

(*d*) Arrangements have been made for free courses of lectures for the benefit of outsiders who cannot attend the evening lectures. Special courses of lectures on Cotton were also given.

The Principal remarks—

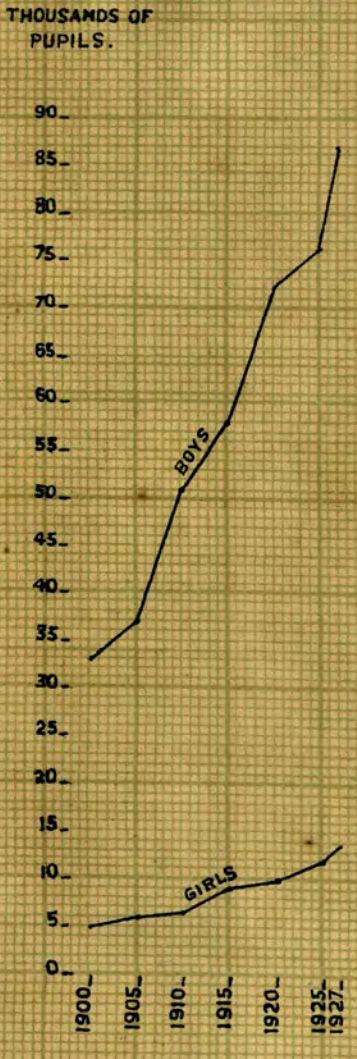
"The utility of the work of the College has been greatly appreciated "by the outside public in India, as well as to a certain extent even in "England. In October, 1924, I went on leave to Europe in order to "see the latest developments in commercial education in the Western "countries. With this object in view, I visited a number of institutions "and Universities in Europe and England, and interviewed several "officers of the Board of Education in England, and persons interested "in higher commercial education. I am glad to state that the lines "on which the work of this College is carried on are in harmony with "those adopted by the leading institutions engaged in commercial "education. In my annual report for the year 1925-26, I have "already referred to the appreciative terms in which the Right "Honourable Sir Hilton Young and Sir Henry Sharp have spoken "about the work of this College. Such remarks as are referred to "above give encouragement both to the members of the teaching "staff as well as to the students of the College."

Mr. Tannan further remarks—

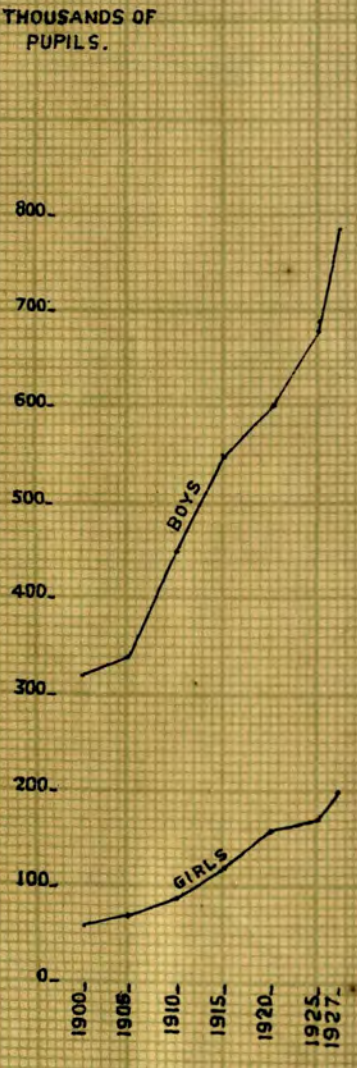
"The graduates of this College are well received, particularly by "banks, commercial houses, industrial concerns, and several Govern-"ment Departments. Out of the 26 graduates belonging to the first "batch, 15 are in service, and 9 are engaged in their own "business. Although they left the College only about 10 years ago,

"most of them are occupying fairly responsible positions in banks, "commercial and industrial concerns, and Government Offices. "Several of these are working as Managers, Agents, and Sub-Agents "in the Imperial Bank of India, the Central Bank of India, and the "Provincial Co-operative Banks of Bombay and Bihar and Orissa. "A few are practising as auditors of accounts earning as much as "Rs. 800 or more per month. High Government Officials, leading "businessmen, educationists, and others speak in appreciative terms "of the work done by the graduates of this College. Following this "example institutions for giving the higher commercial education "have already been started in Bengal, the United Provinces, and "the Punjab."

GRAPH SHOWING THE NUMBER OF BOYS AND GIRLS IN SECONDARY SCHOOLS.



GRAPH SHOWING THE NUMBER OF BOYS AND GIRLS IN PRIMARY SCHOOLS.



CHAPTER VI.

Secondary Education.

Introduction.

52. In this Presidency the term "Secondary" is applied to all schools in which English is taught, the higher classes of Vernacular schools being treated as Primary. This chapter mainly treats of Anglo-Vernacular schools for boys, an account of Anglo-Vernacular schools for girls being given in Chapter XII. European schools are dealt with in Chapter XIII, while an account of English-teaching schools is given separately in this Chapter (paras. 72). A general summary giving combined statistics for all kinds of Secondary schools is, however, given in para. 56.

Anglo-Vernacular schools which teach the full course of seven standards leading up to the School-leaving Certificate examination, which qualifies for matriculation to the University, are known as High Schools. Some Anglo-Vernacular schools teach up to standard III only. Such are known as Middle Schools. Other schools teach up to standard IV or V only. Such are generally known as "Anglo-Vernacular" schools. The Department refuses to grant recognition to a school which teaches the Sixth Standard unless it is satisfied that the Management are in a position to make suitable arrangements for the Seventh Standard in the following year.

In other Provinces the figures for Secondary schools include pupils studying in the Vernacular Middle standards, which in this Presidency would be returned as Primary, while in the case of a school which teaches the whole Vernacular course (what in this Presidency is called a Full Primary school) all the pupils from the Infant class upwards are returned as Secondary. This difference in classification makes it difficult to compare the statistics of Secondary schools in this Presidency with those of other Provinces.

Transfer from Vernacular to Anglo-Vernacular Schools.

53. No pupil is admitted to Anglo-Vernacular standard I until he has passed Vernacular standard IV, *i.e.* after the completion of a five years' course in a Primary school.

Management.

54. It is the declared policy of Government to maintain one full High School in each District to serve as a model. Of the 27 Districts in the Presidency, 23 have a High School, while the Dharwar District has two High Schools, one of which (at Hubli) teaches the Anglo-Urdu course. The Poona District has an Anglo-Urdu High School only. There is no Government High School in the Bombay Suburban, Kolaba, Ahmednagar, or Upper Sind Frontier District. Government maintain a High School in Bombay City.

Schools are not recognised unless they are conducted by a responsible body. Endeavours are also made to secure the establishment of a permanent endowment fund, especially in the case of full High Schools. It must be admitted that some schools do exist which are really proprietary in character. It is, however, a fact that the proprietary system has

never bulked so large in this Presidency as, apparently, in other parts of India; nor has it shown those results which are understood to exist elsewhere. Our system of Grant-in-aid, the principle of which is to assist schools in proportion as they assist themselves, undoubtedly makes for efficiency, which depends more on the salaries paid to the teachers than on any other single factor.

Control.

55. The University, through the School-leaving Examination Board, affiliates schools for the School-leaving examination. Before doing so it satisfies itself from the report of a special Inspection Committee (composed of its own members) that the school is up to the required standard. The Board is also supplied with copies of the Inspection Reports of the Government Inspecting Officers. The Department recognises (without aiding) schools which satisfy generally the requirements of the Grant-in-aid Code and which either have not applied for aid or have not yet secured admission to the Register (generally owing to the inability of Government to provide sufficient funds). Schools not recognised by the Department are debarred from sending up pupils for the various Government examinations and from receiving Government scholars. Their leaving certificates also are not recognised for the purposes of admission to Recognised schools. No serious inconvenience has so far arisen from the fact that recognition is granted both by the University and by the Department, though in a few cases the University has recognised schools which the Department has declined to recognise.

General Summary of Schools, Pupils, and Expenditure.

Schools and Pupils.

56. The number of Secondary schools of all kinds for boys and girls increased by 92, or 21·1 per cent., to 529, and the number of pupils in them by 24,008, or 31·5 per cent. to 100,296. The following table gives the figures by Divisions :—

	Schools		Pupils	
	1921-22	1926-27	1921-22	1926-27
Bombay Division	126	128	21,875	25,752
Central Division	65	89	13,702	17,761
Northern Division ..	61	88	10,563	17,613
Southern Division ..	51	63	8,166	9,365
Sind	54	81	7,661	12,785
Total Anglo-Vernacular ..	357	449	61,967	83,276
European and English-teaching.	80	80	14,321	17,020
Grand Total (all Secondary schools)	437	529	76,288	100,296

	Percentage of increase		Total population	Percentage of pupils to total population
	Schools	Pupils		
Bombay Division	1·6	17·7	4,638,432	0·5
Central Division	36·5	29·6	5,226,538	0·3
Northern Division ..	44·3	66·7	2,958,849	0·6
Southern Division ..	23·5	14·7	3,188,523	0·3
Sind	50·0	66·9	3,279,377	0·4
Total Anglo-Vernacular ..	25·8	34·3	....	....
European and English-teaching.	....	18·8	....	....
Grand Total (all Secondary schools)	21·1	31·5	19,291,719	0·5

Anglo-Vernacular Schools.

57. The increase in the Northern Division is mainly due to recovery from the Non-co-operation movement, which was affecting Gujarat at the end of the previous quinquennium more, it is believed, than any other part of India. The increase both in pupils and schools in Sind is noticeable. No doubt it is in part due to the cessation of the Non-co-operation and Khilafat movements. But it also indicates a very genuine awakening of the people, and especially of the Muhammadans. The need for greater facilities for Secondary education in Sind is fully recognised by the Department, especially in view of the enormous increase in prosperity that the completion of the Sukkur Barrage is bound to bring about.

The following table compares the area in square miles served by an Anglo-Vernacular school in the different Divisions, and also shows the number of people for each Anglo-Vernacular school:—

	Square miles		Population	
	1921-22	1926-27	1921-22	1926-27
Bombay Division.. ..	123·1	122·1	27,480	27,051
Central Division	469·3	363·8	80,408	58,725
Northern Division ..	156·2	115·3	48,505	33,623
Southern Division ..	370·0	299·5	62,520	50,611
Sind	815·9	574·1	60,729	40,486

The figures for the Bombay Division are largely vitiated by the fact that they contain those for the City of Bombay.

Distribution of boys in Anglo-Vernacular schools by communities.

58. Of the 83,276 pupils in Anglo-Vernacular schools 76,924 were boys and 6,352 were girls. The following table shows the distribution of the boys by caste or creed and their percentage to the total male population :—

	Number of boys in Anglo-Vernacular schools	Male population	Percentage of boys to the male population
Indian Christians	1,301	121,362	1·1
Hindus :—			
Advanced	46,246	1,044,051	4·4
Intermediate	15,635	4,713,175	0·3
Backward	1,433	2,092,434	0·07
Muhammadans	7,360	2,083,653	0·3
Parsis	4,638	42,749	10·8
Others	311	41,151	0·7
Total	76,924	10,138,575	0·8

The percentage for Indian Christian boys is affected by the fact that the majority of the boys of that community attend English-teaching schools.

Anglo-Vernacular schools for boys.

59. Anglo-Vernacular schools for boys, which form the bulk of the Secondary schools in this Presidency, increased by 43 to 357 and the pupils in them by 20,012 to 77,679. The following table gives the distribution by Management :—

	Schools		Pupils		Increase or decrease	
	1921-22	1926-27	1921-22	1926-27	Schools	Pupils
Government	26	28	10,248	9,705	+ 2	— 543
District Local Board	5	4	518	481	— 1	— 37
Municipal	53	59	6,201	8,634	+ 6	+ 2,433
Aided	191	214	33,844	48,694	+23	+14,850
Unaided	39	52	6,856	10,165	+13	+ 3,309
Total	314	357	57,667	77,679	+43	+20,012

The decrease in pupils in Government schools was mainly due to the stricter application of the maximum limit laid down for each class and to a curtailment in the number of classes in some schools.

The average percentage of attendance in Anglo-Vernacular schools for boys was 88·6, the percentages for schools under different managements being 92·9 for Government, 86·9 for District Local Board and Municipal, 88·2 for aided, and 88·3 for unaided schools.

Expenditure.

60. The total expenditure on all Secondary schools except European schools increased by Rs. 18,33,511, or 39·2 per cent., to Rs. 65,15,143. The distribution of this expenditure among the different Divisions, with its percentage to the total expenditure on education, is given below :—

Division	Total expenditure on Public Instruction (excluding expenditure on European Education)	Expenditure on Secondary education	Percentage of expenditure on Secondary education to total expenditure on Public Instruction
	Rs.	Rs.	Rs.
Bombay Division	1,19,54,173	18,99,736	15·8
Central Division	89,27,131	10,64,290	11·9
Northern Division	57,28,637	9,85,153	17·1
Southern Division	38,78,954	6,36,420	16·4
Sind	50,36,967	9,61,471	19·08
English-teaching schools ..	11,20,456	9,68,073	86·4
Total ..	3,66,46,318	65,15,143	17·7

The sources from which the total expenditure was met were as follows :—

	Amount	Percentage to total
	Rs.	
Government funds ..	19,06,922	29·3
District Local funds ..	21,474	0·3
Municipal funds	1,84,157	2·8
Fees	31,69,221	48·7
Other sources	12,33,369	18·9
Total ..	65,15,143	100

Fees.

61. The following table gives the rates of fees charged in Government Secondary schools :—

Standard	Mofussil	Bombay
	Rs. a. p.	Rs. a. p.
I	2 0 0	3 0 0
II	2 8 0	3 0 0
III	2 8 0	4 0 0
IV	3 8 0	5 0 0
V	3 8 0	5 0 0
VI	5 0 0	6 0 0
VII	5 0 0	6 0 0

Recognised schools are required to charge fees not less than two-thirds of those charged in Government schools, and a large proportion of the schools charge fees equal to, and some even higher than, those charged in Government schools. This is particularly the case with the proprietary schools of Bombay, among which special mention must be made of the Bharda New High School (with an enrolment of some 2,200 pupils), which charges a fee of Rs. 5 for the lowest standard and Rs. 8 for the highest and receives no grant from Government. There is, further, evidence that many schools would increase their fees if Government would give them a lead. Government are contemplating doing so.

Formerly remissions of fees were allowed up to 15 per cent. and these were equally divided in the Presidency proper between Advanced Hindus, Backward Hindus, and Muhammadans. The system was revised in 1924 and the number of free-studentships in each Government school was fixed at 7½ per cent. for the Advanced classes, 22½ per cent. for Intermediate Hindus, and 22½ per cent. for Muhammadans; in Sind the number allotted to Muhammadans has been raised to 30 per cent. of the number of Muhammadan pupils in the school. In Government Secondary schools all Backward Hindus, including the Depressed classes, are admitted free provided they can show that they are unable to pay the fees. No boy, however, who exceeds the age limit laid down for each standard can receive a free-studentship. The following table shows the age limit fixed for each class:—

	Advanced classes	Intermediate and Backward classes
	Years	Years
Standard I	14	14
Standard II	15	15
Standard III	16	16
Standard IV	17	18
Standard V	18	19
Standard VI	19	20
Standard VII	20	22

The following table compares the average annual fee per pupil in an Anglo-Vernacular school for boys under each class of management:—

	1921-22	1926-27
	Rs.	Rs.
Government	32·0	40·3
Board	18·3	22·5
Aided	26·1	30·1
Unaided	45·3	44·2
Total ..	28·7	32·1

The figure for Unaided schools is affected by the fact that the head includes certain large schools in Bombay which charge specially high fees.

62. Apart from the free-studentships, 478 High School scholarships tenable for four years and 505 Middle School scholarships tenable for three years, are awarded every year. Twenty-seven of the former and 54 of the latter are open scholarships awarded on the results of a competitive examination, while 168 of each of the two kinds are reserved for pupils of the Intermediate classes, 92 for those of the Backward classes, 91 for Muhammadans in the Presidency proper, and 100 for Muhammadans in Sind. Of these special scholarships the Middle School scholarships are awarded on a competitive basis, while the High School scholarships are awarded by selection. The value of these scholarships is shown in the following table :—

Scholarships.

	Presidency proper Rs.	Sind Rs.
Open scholarships		
High School	5	5
Middle School	3	5
Special Scholarships		
Standards I—III	6	10
Standard IV	7	12-8
Standard V	8	
Standards VI and VII ..	10	

In regard to the award of these scholarships the Head Master, Government Middle School, Ahmedabad, remarks—

"These special scholarships cannot be said to be a complete success. "It is true that they help some bright boys from communities backward "in education, but such cases are, unfortunately, exceptions rather "than the rule. Most of the holders of these scholarships have been "noted to be so weak in their studies that they hardly go beyond a "certain stage. Money spent on such boys appears to bear no fruit. "It is not contended here that the facilities afforded to backward "communities should be withdrawn or curtailed, but what is suggested "is that these facilities should be better utilised. These backward "communities are in many cases so poor that parents cannot afford "to maintain their children and are forced to make them earning "members of the family as soon as they attain the right age. The "scholarship of Rs. 6 is hardly an inducement to them to sacrifice "Rs. 10 or Rs. 15 which the boy might earn. So such cases deserve "more assistance than Rs. 6 of the scholarship. On the other hand "there are others who are not likely to proceed with their education "but receive scholarships and attend school so long as they cannot "earn. Under such circumstances the advisibility of helping liberally "a fewer but really deserving cases is worth consideration."

There is, I consider, much force in the Head Master's remarks. It is extremely doubtful whether it is to the interest of a particular community, or of the Presidency as a whole, to encourage boys to take, or to continue, a course of instruction for which they are unfit. There would appear to

be a strong case for increasing the value of the scholarships and for reducing their number.

There is also, I consider, a very strong case for increasing the value of the Open Scholarships. The object of these is to assist really clever boys who would otherwise be unable to take the Secondary course. The amount given is clearly inadequate, and it is likely that really good material is being lost to the community.

In addition to the Government scholarships a few scholarships are awarded from the Imperial Indian Relief Fund and the Silver Wedding Fund to children of Indian officers and soldiers who had rendered military service during the Great War. Remission of fees is allowed in all schools to the children of men who were killed or disabled in the War. A similar concession is allowed to the Konkani Maratha community in the Kolaba, Ratnagiri, and Kanara Districts, in recognition of the special services rendered by this community during the War.

System of Grants-in-aid.

63. The principle followed is that the grant is based on the expenditure, the maximum grant being one-third of the admitted expenditure. Before the payment of a grant the Inspector considers whether—

(1) the conditions on which the school was registered, and the attendance, are duly maintained;

(2) the school premises are sufficiently healthy, well lighted, and ventilated, and whether they contain sufficient accommodation, furniture, and appliances for the instruction and recreation of the pupils;

(3) the arrangements for registering the admission, attendance, and age of pupils, for management, and for keeping accounts of income and expenditure, are effective;

(4) the teaching staff is adequate and well qualified;

(5) the education given is satisfactory in range and quality;

(6) the discipline and behaviour of the pupils, especially their manners, regularity of attendance, and honesty under examination, are satisfactory;

(7) the school records are properly maintained, and all statistical returns and formal certificates given by the masters or school managers are trustworthy.

It is laid down that failure to satisfy the Department in respect of any of these points may involve reduction of the grant. It is further laid down that a grant once given shall not ordinarily be reduced (so long as the expenditure is maintained) without due warning. In practice, so far as the funds at the disposal of the Department will allow, it has been usual to give grants equalling one-third of the expenditure, such a practice having been definitely ordered by Government.

The principle on which the system is based is generally admitted to be sound, namely, that in Indian schools efficiency is in most cases in relation to expenditure, which means chiefly the cost of the teaching staff. The system has on the whole been found to work well. Its great merit is that it leaves the maximum of discretion to the Management and

does not, as is liable to happen with a capitation system, induce the schools to specialise in certain subjects or to cram special pupils. Also, under it the grant is more or less sure and is not subject to capricious variations.

Another great point in its favour is that the Inspecting officer has full opportunity to frame a comprehensive view of the school and of the education it is imparting ; and his judgment is not cramped, nor his time wasted, in having to scrutinise countless records of the work of individual students.

As already stated, the aim is to give all schools that are considered deserving of recognition and that apply for grant one-third of their admitted expenditure. The funds, however, placed at the disposal of the Department by Government are quite inadequate for the purpose. Roughly, an additional sum of two lakhs would be required. The problem is a serious one. There were in 1926-27 over 40 schools on the waiting list. The question of limiting the grant to a maximum, calculated on a capitation basis, is under consideration. It is clear that if Government are unable to find the additional funds required for grants-in-aid the money must be provided from other source. In other words, it will have to be left to the schools to find the money, and their only apparent means of doing so is by increasing their fees.

Average cost.

64. The average cost of an Anglo-Vernacular school for boys and of educating a pupil attending one was Rs. 12,395 and Rs. 62·6 respectively. The following table compares the average cost per pupil in schools under different managements :—

	1921-22	1926-27
	Rs.	Rs.
Government	89·5	100·8
Board	49·3	49·3
Aided	59·5	57·7
Unaided	65·0	63·3
Total ..	63·7	62·6

The rise in cost of a pupil in a Government school was due to the increased cost of the pay of teachers as a result of the revised scales of pay sanctioned for teachers in the B. E. S. and the S. E. S. in 1921.

Government High Schools.

65. The demand for admission to the Government schools grows keener and keener. This was especially so during the time of Non-cooperation, and in Karachi the demand was so great that in 1922 it was decided to conduct the school in two shifts, with shorter hours, admission being by this means found for some 1,300 boys, while the normal maximum for the school is 579. There is no doubt that the effect of this on the education was harmful in the extreme, and it has now been found possible to revert to the normal position.

There is little doubt that, with the exception of a small number of schools under specially capable management, Government High Schools are superior to other schools, as should be the case from their teaching staffs being as a rule far better qualified. Government schools are

handicapped by having (under the special orders of Government) to admit a large number of boys of the educationally backward communities, which not only brings down the general average but to a certain extent impedes the progress of the best boys. But the value of the Government schools should not be gauged solely, nor principally, from the examination results. There is ample evidence that the tone and discipline in Government schools is as a rule far higher than in other schools. I here, however, omit all consideration of schools in the city of Bombay.

The maximum number allowed in any of the three lower standards in Government schools is thirty, and thirty-five in each of the four higher standards. Other schools are allowed to exceed these numbers by five.

The growth of English.

66. The practice of teaching English in the three highest standards (V—VII) of Primary schools is growing, there being now 44 such classes, with 1,655 pupils. Most of these are attached to District Local Board schools. The permission of the Department is required for opening such classes and every endeavour is made to secure that the teacher is competent. They are treated as Secondary for purposes of expenditure and are aided as Secondary schools under the Grant-in-aid Code. The growth in the number of these classes is an indication of the ever-increasing demand for English. The matter presents important problems, both educational and economic. On the one hand, the increase in Secondary education means a continual lowering of the standard, since the new recruits represent, generally speaking, lower intellectual strata, especially as it is from the rural areas that the increase principally comes. On the other hand the continual demand for Secondary education involves the best brains being diverted from agriculture to those occupations which are generally known as 'Service,' and the country side is thus being gradually drained of its best material. This tendency is likely to increase greatly with the transfer of control of Primary Education to the Local Bodies, who have already shown a desire for opening English classes in Primary schools, a popular measure in all places.

How far there is a real demand for English-knowing young men, is not easy to determine. Whatever the demand, however, the supply keeps increasing, fed by the general desire, common to most countries, to better oneself in the social scale and to secure a certain income for life, with perhaps the chance of a pension. The subject has been dealt with by Professor Rushbrook Williams in 'India in 1924-25' and by Mr. Coatman in 'India in 1926-27', both of whom have emphasized the importance of the problem.

It is commonly urged that the solution of the question is to provide more Industrial and Technical education. There is, however, the danger of turning out a number of young men with a technical knowledge of industries which cannot provide posts for them. As it is, more than one of those who have been given Technical Scholarships for study in Europe are now employed in occupations different from those for which they have been trained. It seems unreasonable to suppose that a supply of men trained for a particular industry will create a demand for that industry;

it would appear that the industries must come first—or at all events the two movements must be parallel. For the majority of those who aspire to Secondary and Higher education as the means of escaping from manual labour, against which there exists a peculiar prejudice in this country, it would appear that the true solution lies in that from which they are trying to escape—manual labour itself.

As already stated, with every increase in the numbers of those taking Secondary Education, there is a fall in the standard of efficiency, owing chiefly to the fact that lower and lower strata are being tapped, and the majority of those who pass the School-leaving examination are altogether unfit for higher studies. The test for a pass in each subject is 35 per cent., and 40 per cent. in English, for which certain books are prescribed. The usual percentage in England for a pass in such an examination is 50 per cent. But only 4,121 were able to pass the test in the Bombay University in 1927 out of 9,708 that appeared for the School-leaving examination. Over and above this, it is calculated that there were some 1,650 pupils in the VIIth standard of the 303 schools recognised by the University who were not considered fit even to appear for the examination. It can easily be understood how the general weakness of the candidates helps to lower the standard of the examination, since examiners are only human and it is inevitable that in fixing their test they should to a certain extent be influenced, insensibly, by the general quality of the work. The problem of the unfitness of the students who join the Colleges from the schools has been discussed repeatedly by Committees and Commissions, who have usually thrown the blame on the schools and have demonstrated how the work in the schools is to be improved. But it cannot be emphasized too strongly that the dominating factor is the School-leaving examination, that being the test whether a boy or girl is fit to take Higher studies.

It must, however, be admitted that the schools are greatly to blame. The figures already quoted are sufficient evidence that the schools are admitting to their higher standards pupils who are not fit for the course taught in those standards. No doubt inefficient teaching is largely responsible for this. But the fact would appear to be that many of the pupils promoted to the higher standards have not the mental capacity for such studies and should more properly have been weeded out of the Secondary school at an early stage for a form of study or an occupation better suited to their capacity. But experience has shown that the majority hanker after the School-leaving examination, the certificate for service, while even to have studied in the VIIth standard carries with it a certain commercial value. The remedy lies with the school-master—to refuse promotion to all except those who are indisputably fit for the higher classes. A variety of causes, however, tend to make them act leniently, the chief being the prospect of losing fees, and the second the importunity of parents. Promotion is decided on the results of an examination of a mechanical nature, the test for passing in each subject being 33 per cent. of the total, on top of which liberal concessions are as a rule allowed. The Department does its best to secure the application of an adequate test in the matter of promotion, and it must be confessed that

much of the Inspector's time which might otherwise have been devoted to constructive help and guidance has to be given to the task of checking and supervising the admissions and promotions. Nor is such work superfluous; while a few schools realise the necessity of regulating promotions with a view to securing the true standard in the higher classes, others make their promotions whole-sale. Other schools make a regular practice of admitting boys to standards higher than those justified by their leaving certificates. It is thus not surprising that the Department frequently has to adopt the role of the policeman, in place of that of guide, counsellor, and friend. I quote the School-leaving examination results for 1927 for 15 schools which appear to me to call specially for attention—

No.	Name of school	Number in Shandard VII	Number sent up	Number passed
1	High School, Roha	27	15	4
2	St. George's High School, Nasik ..	20	18	3
3	Bharat High School, Poona ..	15	14	1
4	Private English High School, Junnar	17	10	3
5	Municipal High School, Gokak ..	19	14	2
6	S. S. High School, Bijapur ..	21	14	4
7	Gibb High School, Kumta ..	38	21	3
8	High School, Sirsi	18	8	2
9	Municipal High School, Jacobabad ..	20	12	2
10	Union High School, Surat ..	76	32	5
11	Maharashtra High School, Parel ..	42	8	2
12	M. K. Nath Bhatia High School, Bombay	31	6	2
13	High School, Mahad	17	8	2
14	Seth M. H. High School, Thana ..	27	11	5
15	New High School, Karachi ..	33	8	3

It must, however, be admitted that the School-leaving Examination Board of the University have taken steps to raise the standard of the School-leaving examination. Thus the percentage required for a pass in English was raised from 33 to 40, while the percentage of passes in each of the last five years has shown a decline. The following table gives the percentages of passes in the School-leaving examination for the purposes of matriculation :—

Year	Number appeared	Number passed	Percentage of passes
1922-23	5,284	3,242	61·4
1923-24	5,777	3,219	55·7
1924-25	6,076	2,865	47·2
1925-26	6,072	2,549	42·0
1926-27	7,483	3,088	41·3

It is, however, a fact that the schools promote, and send up for the examination, many boys whom they know to be unfit to pass because experience has shown them that the results of the examination are often contrary to expectation and that the weaker boys not infrequently get

admitted to the exclusion of better qualified. Complaints about the vagaries of the examination are common.

Special Vernacular Final Classes.

67. A reference has been made in my previous Reports to the experiment of opening special classes for boys who have passed the Vernacular Final examination. During the quinquennium such classes were maintained in the Government High Schools at Nasik, Satara, Surat, and Dharwar. The boys are put through Anglo-Vernacular standards I-III in one year and a special and intensive course in English calculated to bring them up to the level of other boys in standard III is followed.

Of the four classes, that at Dharwar was closed during the previous year, owing to the number of pupils not having been adequate to justify its continuance, but the others are reported to be doing well. Two such classes have been started in non-Government schools in the Northern Division, the Pardi High School and the Bai Avabai High School, Bulsar.

Teachers.

68. The total number of teachers in Anglo-Vernacular schools increased by 1,039 to 4,569, of whom 925, or 20·3 per cent. were trained, and 1,691, or 37·0 per cent. were graduates, as against 24·1 and 36·5 per cent. respectively in 1921-22. The decrease in the percentage of trained teachers is more apparent than real, as teachers who hold the Departmental Secondary Teachers' certificate were formerly classed as trained but are now treated as untrained. In Government schools most of the teachers are now trained, and with the exception of a few special teachers almost all are graduates. The position in the various classes of schools (High Schools for Indian boys) will be seen from the following table :—

	Total number of teachers	Number of trained teachers	Percentage of trained teachers	Number of graduates	Percentage of graduates
Government ..	449	304	67·7	333	74·2
District Local Board and Municipal ..	295	39	13·2	111	37·6
Aided ..	2,016	309	15·3	818	40·6
Unaided ..	415	61	14·7	179	43·1
Total non-Government ..	2,726	409	15·0	1,108	40·6

Secondary Training College, Bombay.

69. Only a small proportion of the teachers from non-Government schools were formerly admitted to the Secondary Training College, as almost all the places were reserved for teachers from Government schools. But the graduate teachers in Government High Schools have now practically all been trained and during the last year or two far more teachers from non-Government schools have been admitted. It will now be possible for the Department to insist more rigidly on the requirement

that a certain proportion of the teachers in Recognised schools shall be trained. There is keen competition from the schools to send their teachers to be trained, and the Training College is not able to admit all those who apply. Experience has so far shown that the average capacity of teachers sent from non-Government schools to the College is considerably lower than that of those sent from Government schools.

I quote the remarks of the Principal, Mr. Hamley, on the work of the College—

"(*i*) On the whole the calibre of the students undergoing training "this year was inferior to that of recent years. The "weakness was found in the fact that there was "a larger proportion than usual of older students.

The students.

"It is noticeable that, as a rule, the least satisfactory students are those "whose ages were about 40, while the best students of the year are the "fresh graduates. This has been our experience for several years past. "In the examination most of the older teachers barely passed while the "highest positions were taken by young teachers. It is very desirable "that Head Masters of our Schools should be trained but the work of the "College suffers if too many of the older men are admitted together.

"(*ii*) We continued the direct special attention to the practical "side of the work of the College. The College "lectures were directed to that end and the class "lessons were made more 'practical,' that is, more

Practical Training.

"in accordance with ordinary class room procedure. Lessons of a 'show' "character were discouraged but students were encouraged to prepare "special charts, diagrams, etc. that could be used in general school work.

"(*iii*) The project method too was further developed this year "and was employed in the class room and for the "students themselves. Some interesting projects

Projects.

"were carried out by the students during the year particularly in "History and Geography.

"(*iv*) For the first year in the history of the College regular instruc- "tion and practice were given in the teaching of "Sanskrit. The work was in the hands of Mr. V. P.

Sanskirt.

"Bokil and the method followed was the 'Direct Method.' This experi- "ment has created much interest among teachers in various parts of the "Presidency. Many visitors came during the year to watch lessons "being conducted by the students. As a result of this year's work we "are convinced that the Direct Method has many advantages over the "older method in the first year of Sanskrit at least. The interest "displayed by the boys was obvious and the results remarkable when "compared with those of other classes.

"(*v*) Special attention was given to the teaching of English, "especially English Composition and the Appreciation of Poetry. The results were very encouraging.

The teaching of English.

"The interest displayed by the boys in their poetry lessons was remark- "able and the effect of the study of simple poetry was seen in a keener

"appreciation of the value of words. In the work on Composition an "effort was made to secure the expression of simple ideas in simple "idiomatic English.

General. "(*vi*) The experiment on the teaching of Mathematics and "Geography which were begun in the year 1925-26 "were carried further this year. The work in "Mathematics was under the guidance of Messrs. Dave and Walvekar, "who took a keen interest in the work and devised many new problems. "The progress made by the IV Gujarati was very good indeed.

Visiting Teachers. "(*vii*) During the year many teachers from other schools took "advantage of the opportunities given them to "visit the College and watch the work going on. "Regular programmes of demonstration lessons were carried through "at different times in the year. The classes which attracted most "attention were the 1st standard English, the IVth standard Mathe- "matics and the VIth standard English.

S. T. C. lectures. "(*viii*) The lectures for teachers preparing for the Secondary "Teachers' Certificate examination were continued "during the year and were much appreciated by "those who attended. The class numbers about 80 of whom about 20 "were teachers who are not preparing for the examination. Several "demonstration lessons were given which helped to make the course "more useful. This year we supplied the teachers with copies of notes "on parts of the subject not treated adequately in books. A great "deal more could be done for these teachers if we had more time and "money.

Bombay Teachers' Union. "(*ix*) The College Hall was again the Headquarters of the Bombay Teachers' Union. A useful programme of lectures and demonstrations was carried through during the year, notably a series of lectures on Poetry by Dr. E. A. Parker and demonstrations by the Staff of the College.

Outside Activities. "(*x*) The members of the staff continued to take an interest in the affairs outside the College. Several of them devoted part of the vacations to this work.

Deputation of Head Masters. "In the month of August 12 Head Masters and first assistants of Government High Schools were deputed to the College for three weeks' observation of teaching. "At first the response was disappointing but later on a keen interest "was shown in all that went on. A regular programme of demonstrations, "criticisms and discussions was carried through by the Staff, and special "notes were prepared summarising the methods followed in the College. "There is no doubt that the course was very helpful, not only to the "teachers concerned but also to the staff of the College, who profited by "the discussion and learned much about the practical difficulties of the "Head Masters.

"Many requests have been received from Head Masters and assis- "tant masters of non-Government schools for a similar course next year.

"While it is true that much good will result from such a course, it has to "be remembered that these special courses seriously interfere with the "general work of the College. The course carried through last year "was a severe strain on the staff.

Teachers' Conference.

"At the conclusion of the course for the Government Head Masters "a Conference of educationists consisting of In- "spectors and Principals of Government and Aided "Schools was held at the invitation of the Director of Public Instruction. "Many interesting discussions took place on topics of interest to teachers "and a series of eight demonstration lessons was carried through by the "College staff. The general opinion was that the Conference was very "profitable, for it opened the way to a better understanding between "Government and the Aided schools. A special report of this Conference "was prepared and printed for free distribution to the schools.

Visiting Lecturers.

"The College was favoured with lectures from several educationists "who visited India during the year. Dr. W. H. Kilpa- "trick, of Teachers' College, Columbia University, "one of the most eminent of modern educationists, delivered a lecture "which will long be remembered by the students. Dr. Kilpatrick, who "was the originator of the Project Method, was interested in the project "work done in the College. Another distinguished visitor was "Dr. Lawrence Fawcett of Columbia University, who is at present carry- "ing out a research on the teaching of English in China. Dr. Fawcett is "the leading authority on the Craigie System of Phonetics. He was "interested to find that the Craigie System was being followed in "the Secondary Training College. Among the other lecturers was "Miss N. Brockway from New York, who gave the students several "lectures on Story-telling. Miss Brockway's lectures were a revelation "to the staff as well as to the students, and gave a great impetus to "attractive Story-telling in the History and Geography lessons."

One of the main functions of the College is to experiment with new methods of teaching and to investigate educational problems in a scientific manner. During the quinquennium certain important experiments were carried out, notably in the teaching of English, Sanskrit, and Mathematics, and Mental Testing. I quote Mr. Hamley's remarks on these experiments—

"New methods of teaching English have been tried in most of the "classes but the most systematic of these was in standard I. The "features of the method were regular training in Phonetics, the "Craigie Symbols being used, reading by Story Method, and strict "attention to Composition (Analysis and Synthesis of sentences). "The results have been very encouraging. At the end of the first "year the boys could speak simple English fluently and with a good "accent and could read simple stories with fluency and ease. The "method employed in the teaching of Sanskrit was also the Direct "Method, on a similar plan to that followed in the teaching of English. "The test results were very good but the most remarkable result was "the interest displayed by the boys in the Sanskrit lesson. This was

"obvious even to the casual observer. Whether the Direct Method "will be equally successful in later years remains to be seen but there "is no doubt that it is far superior to conventional method in the first "year of Sanskrit.

"The experiment in Mathematics was confined to the IVth standard, "in which the subjects of Algebra and Geometry are studied for the "first time. The Method adopted was that of the problem or 'project.' "The whole work was based on equations and their solution. The "amount of work covered during the year has been surprising; at "the end of the year the boys of the IV standard could solve fairly "difficult problems involving cubic equations by graphical means and "most of the easier theorems of theoretical Geometry were worked "through by them. This experiment is now being continued in the V "and VI standards. Many other experiments have been carried out, "of which details cannot be given here, *e.g.* in the teaching of Geography "along "Human" lines, the teaching of History by the 'source' "Method, the teaching of poetry through 'Appreciation.' In all "these experiments definite contributions to the Science of teaching "have been made. Considerable attention has also been given to "Mental Tests and Experimental Psychology. Regular instruction "is now given in conducting Mental and Psychological tests and in "working out the results by statistical Analysis."

In addition to affiliating Training Colleges for the B. T. Examination, the University recognises for the purpose of the examination certain High Schools which possess special facilities for theoretical and practical instruction, graduate teachers in such schools being allowed to appear for the examination after three years' study and practice under supervision. So far only one school has been recognised for this purpose, the University being, rightly, very strict in its requirements.

Secondary Teachers' Certificate Examination.

70. Apart from the examination for the degree of B. T., the Department conducts an examination for the award of the Secondary Teachers' Certificate. Holders of this certificate are not classed as trained teachers, as they have not undergone a regular course of training in a training institution, but the certificate is regarded as a general qualification to teach in a Secondary school. The number of teachers who hold the certificate is an important factor in enabling the Department to decide on the general efficiency of a school.

The examination is conducted by an Examination Board, with the Principal of the Secondary Training College as President. It is divided into two parts, theoretical and practical. The former part consists of two papers in general and special methods of teaching with alternative questions in (*a*) School organization and Hygiene and (*b*) Educational principles of Pestalozzi, Froebel, Herbart, and Montessori. The practical examination is conducted with special reference to—

(*a*) accuracy and quality of matter with reference to the class taught;

(*b*) power of clear exposition and skill in questioning;

(*c*) language, including articulation, pronunciation, and suitability to class;

(*d*) management of pupils and power of maintaining discipline;

(*e*) proportion of matter taught to time given;

(*f*) use of the blackboard.

At the examination held in 1926, 158 candidates appeared and 72 obtained certificates, as against 64 and 33 respectively in 1921.

Pay of Teachers.

71. In my previous reports I have pointed out the wide disparity between the average pay of a teacher in a Government and non-Government school. While the average monthly pay of the Head Master of a Government High School in the Presidency (excluding Bombay) is Rs. 486, and that of an assistant master Rs. 128, the averages for such teachers in non-Government schools are Rs. 259 and Rs. 63 respectively. In Government schools the ordinary time scale for graduate assistants rises from Rs. 70 to Rs. 200, with selection grades up to Rs. 250 and a few special posts in a scale of Rs. 250 to Rs. 300. There is also the prospect of a Headmastership. In a non-Government school the pay of a graduate assistant teacher is generally from Rs. 40 to Rs. 100 and of an undergraduate from Rs. 30 to Rs. 60. The inadequacy of the pay given to the teachers is largely responsible for the unsatisfactory character of the work in most of the schools. Other factors, however, contribute to this result, and the following remarks of the Educational Inspector, Southern Division, are not without interest:—

"In the case of Municipal schools, generally speaking, the problem "is different. There is not so much lack of funds as a lack of adminis- "trative efficiency, due chiefly to the spirit of faction and intrigue "that unfortunately so often prevails in Municipal bodies. The result "is that the Municipalities find it difficult to secure a suitable class of "men as teachers in the first instance, and still more difficult to retain "them in their service for any length of time. Consequently the "staff is far too migratory. This has often been pointed out to the "Municipalities."

I repeat the following from my Annual Report for 1924-25:—

"Apart from the question of pay, teachers in private schools are "at a great disadvantage compared with those in Government "service for want of some suitable provision, in the form of a "Pension or Provident fund, on retirement. A scheme for a Provident "fund has been worked out, but in view of the present financial strin- "gency it has not been found possible to provide for the estimated "initial expenditure of about Rs. 47,000. Is it too much to hope that "some philanthropist may come forward and help the cause of educa- "tion by offering a donation towards the establishment of a Provident "fund scheme? There appears to me to be scarcely any object on "which donations could be employed to the greater advantage of the "welfare of the community as a whole."

English-teaching Schools for Boys and Girls.

72. English-teaching schools increased by 3 to 45, and the number of pupils in them by 2,323 to 12,186. The following table compares the figures :—

(i) Schools and Pupils.

Year	Schools			Pupils		
	High Schools	Middle Schools	Total	High Schools	Middle Schools	Total
1926-27* ..	20	25	45	8,738	3,448	12,186
1921-22 ..	16	26	42	5,809	4,054	9,863

Of the total number of schools, 39 are managed by Roman Catholic Missions, one is managed by the Zenana Bible and Medical Mission, one is a Jewish school, and the remaining four, including two Railway schools, are undenominational. The increase in the number of pupils is partly due to the raising of three Middle Schools to the status of full High Schools and partly to the addition of three new schools.

(ii) Expenditure and grants.

The total expenditure increased by Rs. 2,96,639 to Rs. 9,68,073, and the amount of the grant-in-aid by Rs. 65,254 to Rs. 2,36,737. Of the total expenditure, 24·4 per cent. was met from Government grant, 50·3 per cent. from fees, and the remainder from other sources. The average annual cost of a pupil in an English-teaching school was Rs. 80, as against Rs. 69 five years ago.

I quote the following from the report of Mr. Miller, Inspector of European Schools :—

"The staffing of English-teaching schools is a great difficulty. The "school authorities are unable to afford to pay high salaries and the "result is that the staffs are composed very largely of unqualified and "untrained teachers and a great many of them have an insufficient "knowledge of English language for sound teaching work. They "merely hand down to posterity the mistakes in pronunciation and 'construction which they have had taught them, so that by now the 'English taught at English-teaching schools is practically speaking "a patois of its own. What they lack in knowledge however they "make up in zealous hard work and considering the material they have "to work with, the conditions with which they often have to contend, "such as over-crowded rooms, the disturbing noises of the streets and "the feeling that their pay will barely cover their monthly expenditure, "and the fact that new admissions to the schools as a rule know not a "single word of English, the results of their work are surprisingly good."

The following note is contributed by Mr. M. Hesketh, I.E.S., who, as a former Inspector of European Schools, has had considerable experience of these schools :—

"An English-teaching School is defined in the Grant-in-aid Code as "one in which the proportion of pupils of European descent is not "sufficient to constitute a European School and which follows a

"prescribed curriculum. Schools for Goans and East Indians are "recognised as English-teaching. The special feature of these schools "is that instruction is through the medium of English throughout. "They are peculiar to this Presidency, as in other Provinces the "number of Goans and East Indians is small.

"In the last Quinquennial Report English-teaching Schools were "dealt with in the Chapter on European Education, but, as they are "much more closely allied to Anglo-Vernacular Schools, I have "considered them in the Chapter on Secondary Education. Formerly a "few schools, mostly Railway schools, were classed as European one "year and as English-teaching the next, because the number of "European children had fallen below the prescribed minimum. At "present over 90 per cent. of English-teaching Schools are schools for "Goans and East Indians. The latter are Roman Catholic Indian "Christians, usually bearing Portguese names, living in the Island of "Salsette. Although the Goans and East Indians bear Portguese "names, I understand that with comparatively few exceptions they "are of almost pure Indian descent. They claim that they speak "no recognised vernacular of the Presidency at home. The majority "are said to speak Konkani, a language similar to Marathi, but "considered to be derived separately and earlier from a different "Prakrit. It varies from place to place, and as spoken by high class "Goans is much mixed up with Portuguese words.

"The number of schools has increased during the quinquennium "from 42 to 45, and of pupils from 9,863 to 12,168. The number of "Europeans has increased from 691 to 850. As a rule Europeans "attend such schools when there is no European School in the vicinity. "About 60 per cent. of the total number of pupils attending English-"teaching Schools are Goans or East Indians, and, as 7 per cent. are "Europeans, we may conclude that 33 per cent. are non-Christian "Indians, the majority of whom speak a recognised vernacular and "would otherwise attend an Anglo-Vernacular School. Five years "ago the number of non-Christian Indians was 28 per cent., and there "has been an increase of 1,169 pupils of this class. In some schools "the majority of the pupils are not Christians, and it is a question "whether some restriction should not be placed upon the number of "Indians speaking a recognised vernacular who are admitted. There "is no doubt that the larger English-teaching Schools conducted by "Jesuit Missionaries, such as St. Xavier's, and St. Mary's, Bombay, "St. Vincent's, Poona, and St. Patrick's, Karachi, are popular with "the Indian community, especially with the Parsis, and a good many "of better class Indians choose these schools in preference to an Anglo-"Vernacular School. In order that such pupils should not be ignorant "of their own vernacular, it is a rule that no pupil may ordinarily be "admitted to an English-teaching School unless he has passed the "Fourth Vernacular standard. In the case of a few schools, *e.g.* "Queen Mary's High School, Girgaum, and the new High School for "girls, this rule has not been strictly enforced, as it is claimed that the "parents attach more importance to English than to the vernacular,

" and speak it freely at home. The Department has, however, insisted " that the vernacular should be taught in such schools up to the Fourth " Vernacular standard. It is open to doubt whether it is wise to have " an ' English Kindergarten ' and for instruction to be given through " English to children whose mother tongue is not English, although " it is reported that the results have not been unsatisfactory.

" Apart from the rise in the number of non-Christian Indians in " English-teaching Schools, the number of Goans and East Indians " has increased considerably. This is mainly due to a growing desire " for education among the East Indians of Salsette, and to the greater " encouragement given by the ecclesiastical authorities of the diocese " of Damaun, in which many of the schools for East Indians are situated. " By a recent enactment, those parts of the diocese of Damaun which " are in British India have been added to Bombay, a measure which " it is hoped will be in the interests of education. It may be noted " that the English-teaching Schools comprise both the primary and " secondary stages. The Goans and East Indians in the lower classes " are really studying in the primary stage, but on the other hand the " non-Christians in these classes have completed the primary stage " in the vernacular, and are in the secondary stage. It is, therefore, " somewhat difficult to classify these schools, but as a school in which " English is taught is treated as a Secondary school in this Presidency, " it is simpler to treat English-teaching schools as Secondary for " statistical purposes. Local Authorities are now responsible for " primary education and approved primary schools are no longer aided " directly by Government, but as it is difficult for one part of the same " school to be aided by a Local Authority and another part by " Government, and as some of the pupils in the primary stage are really " in the secondary stage as pointed out above, Government continues " to aid these schools directly. Another question which arises is the " extent to which the local Government is responsible for the education " of Goans. There is no doubt that a considerable number of youths " after attending a school in Goa for some years come to Bombay " to learn English. On the other hand a good many Goan families " have practically settled in British territory, and pay rates and taxes, " and it could not be easy to divide Goans into two classes, those who " are purely Portuguese subjects and those who are at any rate " temporarily domiciled in British territory."

Hostels.

73. The number of pupils in hostels attached to Anglo-Vernacular schools for boys declined from 4,720 to 3,352. Of the 25 Government High Schools, 20 have hostels attached to them. The total number of boarders in them on 31st March, 1927, was 999, while there is accommodation for 1,300. It is not found possible to fill these hostels although, in making admissions to the schools, preference is given to boys who wish to reside in the hostels. As I have said in my previous Reports, boys prefer to live in private hostels, partly because these are cheaper and partly because they are not subjected to the strict control exercised in Government hostels. It is chiefly to

provide against the danger to the boys from unhealthy and undesirable surroundings that the Government hostels are maintained. It would be hard to exaggerate the moral value of these hostels, which are as a rule under the direct supervision of the Head Master, who lives on the spot. The following extract from the report of the Head Master, R. C. High School, Ahmedabad, fully describes the influence exercised by these hostels :—

"The school hostel, which is known as the M. R. Hostel, is situated "at a distance of a mile from the city walls in Shahibag, one of the "healthiest localities. Recruits to the hostel with indifferent health "gain in health by even a short stay of a year or so. The hostel is "effectively supervised with the help of two house masters. The "students here learn to be regular, obedient, and attentive to their "studies and other work. Even in the worst periods of ill-health in "the city the hostel is practically free from any trouble.

"Efforts are also made to invite the co-operation of parents and "guardians by issuing frequent invitations to them to visit the hostel "and also by a regular system of monthly reports to them about the "chief items (*i.e.* progress of the student, food charges, etc.) they "ought to know."

As I have said above, the reason why the so-called private hostels are popular is that they are cheap. A number of communal hostels have sprung into existence in recent years. The control in these hostels is said to be effective, and the conditions of life, including food, fairly satisfactory. But in private hostels, or "hotels" as they are commonly called, the food is generally cheap and nasty and the conditions as a rule unhygienic. Every effort is made to keep the expenditure in Government hostels as low as possible, thus affording to the middle-class boy the benefit of the healthy and moral surroundings which form the special feature of the Government hostel. The messing charges per head (including the pay of cooks) vary, but they generally range from Rs. 10 to Rs. 15 p.m.

Most of the hostels attached to Government High Schools have a separate reading-room, with newspapers and light literature, and arrangements for indoor games.

Libraries.

74. Every Government High School is equipped with both Boys' and Teachers' Libraries, and the same is generally true of other schools. Every encouragement is given to extra reading in English.

Medical Inspection.

75. With the abolition of the posts of Government Medical Inspectors in 1922, the full medical inspection of boys in Government Secondary schools was discontinued. But in most Government schools, and in many non-Government schools, a record is kept of the weight, height, eyesight, and chest measurements. In some schools, notably in some of the privately managed schools of Bombay, a full medical inspection of all pupils is made, the attention of the parents being called to any defects discovered.

Boys' Co-operative Credit Societies.

76. Boys' Co-operative Societies attached to Anglo-Vernacular Schools nearly doubled during the quinquennium. The following table compares the number in each Division :—

Division	1921-22	1926-27
Bombay Division	5	21
Central Division	20	29
Northern Division	2	9
Southern Division	2	5
Sind	17	24
Total ..	46	88

Apart from their practical and economic importance, these Societies are not without their educational value, worked as they are by the boys themselves under the guidance and supervision of the teachers. The Head Master, R. C. High School, Ahmedabad, reports :—

"The Co-operative Society in the first year of its start had the healthy "effect of bringing down the rates in the market, thus benefiting the "student world of Ahmedabad in general. The profits made by the "society are utilised in giving prizes to the workers and in buying good "reference books for the use of students in class rooms and other things "useful to them."

Moral Instruction.

77. Direct Moral instruction has been discontinued in Government High Schools. Moral principles are, however, impressed on the minds of pupils in the course of ordinary class lessons.

The Educational Inspector in Sind remarks—

"Home surroundings make a great impression on the character of "students. The influence of surroundings can be well controlled in "the case of schools having boarding-houses and hostels attached to "them. If the right type of Superintendents for Boarding Houses are "secured, the character of the students can be moulded considerably."

Physical Training and Games.

78. In all Government schools and in an increasing number of non-Government schools open air physical drill and games form part of the daily time-table. In the Elphinstone High School the experiment of devoting the last period to out-door exercise was tried for standards I—IV and the Principal reports that the class-work of these standards did not suffer and that the health of the boys considerably improved.

Schools under private management are seriously handicapped by the want of suitable play-grounds, and it is a fact that in most non-Government schools games do not receive sufficient encouragement.

An advance was made in 1925 by the appointment of Mr. F. Weber of the Young Men's Christian Association as Director of Physical Education. In the beginning Mr. Weber confined his attention chiefly to Bombay, but classes for mofussil teachers were also held. In the following

year he toured through Gujarat and Sind and gave an impetus to physical instruction by conducting short courses of physical training and mass drill in some of the larger centres. Eight classes, attended by 250 teachers, were held in Bombay for a duration varying from a fortnight to six weeks. The system advocated by Mr. Weber is followed in Government Secondary schools. The system is scientifically a great advance on the methods generally followed before, and the exercises are said to be much appreciated.

A Committee has recently been appointed by Government to consider the question of physical instruction in Primary and Secondary schools.

Boy Scout Movement.

79. The following note has been contributed by Mr. M. V. Venkateswaran, Provincial Secretary of the Boy Scouts Association, Bombay, on the spread of the Scout Movement in this Presidency :—

"Scouting progressed with wonderful rapidity so that by the time of the Annual Census for 1922, there were as many as 1,696 scouts and scouters. The growth of the Movement since 1922 has been very rapid, indeed: the figures for 1923 stood at 5,183, for 1924 at 7,163, for 1925 at 10,281, and for 1926 at 13,216. The phenomenal growth of the Movement makes it clear that scouting filled a long-felt want in the educational programme of the Presidency, and the developments in the coming years will indicate, in stronger measure, that it has supplied a want, and that it will continue to do so. In three distinct directions, the Movement has been appreciated by the public and the teachers who have taken advantage of the scout training; first, in promoting the sense of unity under a common Brotherhood among all classes of boys, secondly, in increasing the sense of discipline and awareness to surroundings in the children coming under its influence, and thirdly, in supplying a means of contact with the community through various social service activities. There is also a fourth way in which scouting might be said to have influenced the trend of education in this Presidency, as elsewhere, and that is, by its insistence on Nature-study through Camping and all that Camping stands for.

"If these three developments could be fostered and carefully attended to, scouting would have done something to the village which, I am firmly of opinion, nothing else can do. It is only when scouting thus becomes part and parcel of village life, vitalising it by promoting the sense of solidarity and unity, and cleansing it by its insistence on proper sanitation and hygiene and attention to physical growth that it will have delivered its message to the children of the country. I am quite certain that the educational system in India stands very much to gain, not merely by helping scouting as a kind of physical drill, but by looking upon it as an asset in the direction of supplementary education. The Indian lad, as he stands today, has not yet thoroughly learnt the dignity of labour, and the all-too literary education which he receives increases the gravity of the unemployment problem by the time he reaches maturer years. A careful study of the course of training involved in the direction of scouting

"will clearly show that very considerable attention is paid in it, to "certain aspects of teaching, not normally attended to in ordinary "schools. Subjects like, axemanship, swimming, judging heights and "distances, bridge-building and pioneering, cannot possibly come "under any scheme of ordinary education, nor can the scheme of "Proficiency Badges be fitted in into any other scheme. It seems to "me, therefore, that the Educational Department cannot do better "than actively promoting its cause for the benefit of every child coming "under its influence. One may even go so far as to suggest that a "teacher who undergoes training in Scoutcraft, and who renders bene- "ficial services under its scheme, should be given some advantage "over others in the matter of getting through his B. T. course as also "otherwise. It is but natural that such an educationist, in virtue of "a closer understanding of the child, should have greater status than "one who looks upon his teachership as a mere profession.

"As an organisation, it has yet to create its branches everywhere. "No organisation can be considered very stable until it enshrines "itself in some form, and so we should look forward in the future to a "net-work of Local Association headquarters, properly equipped as a "meeting ground for the scouts in the locality. A start has been made "in this direction by Karachi, Hyderabad, and Poona, and it is very "probable that, in the not distant future, various other centres will "follow. One very important factor which strikes one, when looking "into the list of scoutmasters, is that there have not been many outside "the ranks of school-masters to take up scouting. This is no doubt "due to the fact that the average Indian has little leisure for such "work, and is not accustomed yet to work for children as a hobby. "That will of course come, in course of time, when the benefits of the "Movement are clearly understood, and when the economic condition "of the country improves. The Boy Scout Movement has come to "stay, and we can look forward to a very vigorous growth in the "future."

I should like to repeat the remarks made by the Educational Inspector, Central Division, in his last Annual Report on the moral influence exercised by the Scout Movement in and outside the school—

"To my mind Scouting is not only the best supplement but also a "necessary corrective against the purely instructional character of "the work done in most of our Indian Secondary schools. In the "class-room a boy is generally taught, in Scouting he is to teach himself. "In the class-room the master often acts with some authority; in "Scouting the Scout Master is expected to act as an elder brother. "In a class the master very often knows but little about each boy, "his mind, his home, his special tastes, his weakness, etc.; the Scout "Master who is in charge of a few boys only is expected to know "everything about every member of his troop and to be able from "his intimate knowledge to lessen the weak points and to make the "strong points stronger. In class work special stress is generally "laid on intellectual and memory work. Most of the Scouting work

" is done in the open air and special stress is laid on healthy physical "exercises and training Scouts in habits of endurance and self-reliance " and drawing-out their initiative and resourcefulness."

Courses and Examinations.

80. Before 1889 the same examination served for entrance to the University and for admission to Government service. In 1889 a separate examination for admission to Government service, called the School Final Examination, was instituted. This examination was for several years conducted by the University, but in 1905 it was taken over by the Department. The object held in view was to make the teaching in the schools more practical. Less attention was given to the literary side of education, and greater emphasis was placed on practical subjects. The Second Language was omitted altogether and the course in English was modified to suit the needs of the boy who would be going into Government service or into business life. Practical subjects such as carpentry, shorthand and type-writing, book-keeping, and commercial correspondence were added to the course. The examination, however, never became popular, as most boys in the schools aspire to University education. In 1918 the two examinations were placed under a Joint Board consisting of ten members, five nominated by the University and three by Government, and two school masters co-opted by the other eight members. In 1924, when the continuance of the Joint Board came up for consideration, Government decided to leave the examination entirely to the control of the University. A Board, named the School-leaving Examination Board, was therefore instituted by the University, consisting of twelve members, nine of whom are elected by the Senate and three are co-opted. Of the twelve members, two must be Professors (one a Professor of Science), two must be Heads of Registered High Schools, one Head of a Registered Girls' High School, one an Educational Inspector, and one a member of the staff of a College affiliated to the University for the purpose of the B. T. Degree.

The Joint Examination Board.

The School-leaving Examination Board.

In the revised Regulations brought into effect for examination for 1926 important changes were introduced. Permission was given to candidates to answer the question papers in History and Classical Indian Languages (Sanskrit, Arabic, Persian) in the vernacular. The standard required for a pass was raised from 35 to 40 per cent. in English and from 33 to 35 per cent. in other subjects.

With a view to securing greater uniformity in assessing the answers of the candidates, 'paper setters' are appointed as distinct from examiners. Their duties are to set the papers and to outline for the examiners the standard expected. 'Senior examiners' or "Moderators" are appointed also to re-examine five per cent. of each examiner's papers, to make sure that a uniform standard is being followed.

The subjects of examination for the School-leaving certificate under the revised regulations are *English*, Second language (either a classical language, or an Indian Vernacular, or a modern English language), Mathematics, History, Geography, Elementary Science, Drawing, Manual

Training, Book-keeping and Commercial Arithmetic, Shorthand, and Typewriting. The School-leaving Examination certificate is granted to a candidate who passes at one and the same examination in English, Vernacular, and any other three heads, provided that he passes in Arithmetic at the same or a subsequent examination.

For the purposes of the University Matriculation a candidate is required to pass at the same examination in English, a language other than English, Mathematics, History and Geography, and Elementary Science. Geography and Elementary Science have thus been made examination subjects and are now compulsory for the purposes of matriculation. A classical language is no longer compulsory. It should, however, be added that a classical language is still required for the First Year and Intermediate Arts examinations, with the alternative of a modern European language (other than English).

Both the School-leaving Examination certificate and the Matriculation certificate are now accepted by Government as qualifying for Government service.

Medium of Instruction.

81. Option is given in the School-leaving examination to answer in the vernacular the papers in the Classical Indian languages and in History. The paper in the vernacular only has compulsorily to be answered in the vernacular.

The number of candidates who avail themselves of the option is steadily increasing. Thus, of the 4,250 candidates who were examined in the Classical Indian languages in 1927, 2,639 answered in English and 1,611 in the vernacular, as against 3,315 and 1,143 in 1926. In History 3,213, or 32·1 per cent., answered in the vernacular as against 1,735, or 20·8 per cent., in 1926.

Generally speaking, most schools use English as the medium of instruction in all subjects except the Vernacular and the Classical Languages from the Vth Standard, while some, especially the Bombay schools, use English earlier. The Department recommends that in the teaching of Mathematics and Geography the Vernacular should be freely used throughout.

CHAPTER VII.

Primary Education.

Introduction.

82. In this Presidency a Primary school is one in which instruction is given wholly in the Vernacular. The Primary course covers a period of 8 years, and comprises an infant class and seven standards. In all other Provinces except Madras, which follows the same classification as this Presidency, the three upper standards (*viz.* V, VI, and VII) are classed as "Vernacular Middle", and schools which teach these standards are classed as Secondary by the Government of India for the purposes of their Educational General tables. The Secondary figures for other Provinces thus include not only the children in the Vernacular middle standards but those in the Primary standards also, whereas for this Presidency no child is returned as receiving Secondary education unless he learns English.

In the Primary Education Act of 1923 at present in operation, Elementary Education is defined as "education imparted in infant classes and vernacular standards I-IV inclusive." The Elementary standards in this Presidency correspond to Primary standards in the Government of India tables.

Schools and Pupils.

83. The following table gives the number of Primary schools for boys and girls, the pupils in them, and the increase or decrease during the quinquennium :—

	Schools		Pupils	
	1921-22	1926-27	1921-22	1926-27
Bombay Division—				
Bombay City ..	411	463	49,536	62,923
Mofussil ..	1,918	2,059	113,736	138,029
Total ..	2,329	2,522	163,272	200,952
Central Division	3,581	4,518	227,059	304, 483
Northern „	2,157	2,297	151,955	198,692
Southern „	2,240	2,549	145,297	171,438
Sind	2,101	1,949	102,850	109,161
Grand Total ..	12,408	13,835	790,433	984,726

	Increase or decrease during the quinquennium		Percentage of increase or decrease	
	Schools	Pupils	Schools	Pupils
Bombay Division—				
Bombay City.. ..	+ 52	+ 13,387	+12·7	+27·0
Mofussil	+ 141	+ 24,294	+ 7·4	+21·4
Total ..	+ 193	+ 37,680	+ 8·3	+23·0
Central Division	+ 937	+ 77,424	+ 2·6	+34·1
Northern Division ..	+ 140	+ 46,737	+ 6·5	+30·8
Southern Division ..	+ 309	+ 26,141	+13·8	+18·0
Sind	— 152	+ 6,311	— 7·2	+ 6·1
Grand Total ..	+1,427	+194,293	+11·5	+24·6

Under the orders of the Government of India the statistics for Aden were separated from those of this Presidency in 1924-25. With a view to making a correct comparison between the figures for 1921-22 and 1926-27 the statistics for Aden for the former year have been deducted from the totals for that year and this accounts for the slight variation between the figures for 1921-22 as shown in the several tables in this and other chapters and those published in the last Quinquennial Report.

It will be seen that there was an increase of 24·6 per cent. in the number of pupils and that the greatest increase occurred in the Central Division, in which Division, especially in the Satara District, there has been a keen demand for the extension of Primary Education. A very large proportion of this increase occurred in the last year of the quinquennium. This increase, which was chiefly in District Local Board area, was the outcome of special schemes sanctioned by Government. Had Government been in a position to sanction all the schemes (both those on the compulsory basis and those for voluntary education) submitted under the Primary Education Act of 1923, the increase would have been considerably greater. The operation of this Act is dealt with at length in para. 99. The number of schools in Sind shows a decrease of 152. This is entirely on account of Mulla Schools, and is chiefly due to the determination of the Department to aid only those which are really efficient, the inefficient being struck off the rolls. The Mulla Schools are dealt with in paras. 200-203.

There was one boys' Primary school for every 824 of the male population.

Management.

84. The Primary Education Act of 1923 was in operation during the last two years only of the quinquennium and by the end of 1926-27 all the District Local Boards in the Presidency, with the exception of four in the Northern Division and one in Sind, had taken over the control of Primary schools. Only those Municipalities which have been declared Local Authorities by Government manage their own schools. There are 51 such Municipalities. The schools of all other Municipalities are managed by the District Local Board of the District in which they are situated, each Municipality making special contributions towards the funds of the District Local Board.

The following table compares the number of Primary schools by management, and the number of pupils in them :—

	Schools			Pupils		
	1921-22	1925-26	1926-27	1921-22	1925-26	1926-27
Government	34	39	34	4,985	5,543	4,832
District Local Board ..	8,467	9,364	9,608	489,660	547,850	592,969
Municipal	1,251	1,502	1,566	166,341	228,073	250,166
Aided	2,585	2,417	2,528	124,514	125,901	131,252
Unaided	71	126	99	4,983	5,799	5,507
Total ..	12,408	13,448	13,835	790,483	913,168	984,726

It will be seen that the bulk of the schools are Board schools (*viz.* District Local Board and Municipal). The majority of the Aided schools are represented by the Mulla Schools in Sind. This heading also includes schools maintained by Missionary and Educational bodies. Proprietary Primary schools are comparatively rare in this Presidency. A full account of Primary schools under the control of the Local Bodies will be found in para. 99.

School Committees.

85. The old village school committees, which were as a rule of little help to the masters, have now ceased to exist. The Rules under the Primary Education Act provide for the formation of representative committees both in District Local Board and Municipal areas. The functions of these committees are mainly as follows :—

(*a*) to visit the schools at least once a month and to report to the Administrative Officer of the School Board any irregularities noticed in the general conduct of the schools;

(*b*) to assist the School Board in securing suitable accommodation for the school and to carry out the current repairs, etc.;

(*c*) to see that the school premises are kept clean and in a sanitary condition; and

(*d*) to inspect the registers with a view to seeing that they are well kept and written up to date.

Pupils by Race or Creed.

86. The following table gives the distribution by race or creed of the pupils in Primary schools for boys :—

Race or creed	Number of pupils in Boys' Primary schools	Male population of the community	Percentage of pupils to the male population
Indian Christians	15,518	1,21,362	13·6
Hindus—			
(1) Advanced	174,272	1,044,051	16·7
(2) Intermediate	394,995	4,713,175	8·4
(3) Backward	110,788	2,092,434	5·3
Muhammadans	149,160	2,083,653	7·1
Parsis	3,904	42,749	9·1
Others	1,846	41,151	4·5

Stages of Instruction.

87. The following table gives the number and the percentage of boys for 1921-22, 1925-26, and 1926-27 :—

	1921-22		1925-26		1926-27	
	Number of boys	Percentage	Number of boys	Percentage	Number of boys	Percentage
Upper Primary stage ..	60,726	9·6	69,870	9·6	74,154	9·4
Lower Primary stage ..	574,460	90·4	661,212	90·4	711,968	90·6
Total ..	635,186	100	731,082	100	786,122	100

These figures are analysed further in para. 98.

Expenditure.

88. The total expenditure on all Primary schools rose by Rs. 50,94,417, or about 35 per cent., to Rs. 1,98,57,428. The following table gives comparative figures of expenditure and the sources from which it was met :—

	1921-22	1926-27	Total increase or decrease
	Rs.	Rs.	Rs.
Government funds	97,38,154	1,21,59,848	+24,21,694
Percentage to total	66·0	61·2	+24·9
Board funds	33,00,680	56,54,523	+23,53,843
Percentage to total	22·4	28·5	+41·6
Fees	5,10,154	5,07,780	−2,374
Percentage to total	3·4	2·6	−0·5
Other sources	12,14,022	15,35,277	+3,21,255
Percentage to total	8·2	7·7	+26·5
Total ..	1,47,63,010	1,98,57,428	+50,94,418
Percentage to total	100	100	+34·5

Direct expenditure on all Primary schools formed 59·7 per cent. of the total direct expenditure on education, the corresponding percentage for expenditure from public funds being 77·0. The following table gives the averages for each Division in respect of the cost per school and pupil from total and public funds :—

	Bombay Division		Central Division	Northern Division	Southern Division	Sind	Average for the Presidency
	Bombay City	Mofussil					
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1 Average total direct expenditure on a Boys' Primary school	7,732·8	1,116·1	1,013·2	1,547·1	1,018·8	1,306·1	1,328·1
2 Average direct expenditure per pupil in a Boys' Primary school	62·0	17·9	15·6	19·6	16·0	26·0	20·0

The direct Provincial expenditure on Primary education formed 61·4 per cent. of the total Provincial expenditure on Education, and 61·2 per cent. of the total expenditure on Primary education. The following table compares similar percentages for all Provinces in India for 1921-22 and 1925-26 :—

Province	Percentage of Provincial expenditure on Primary education to total Provincial expenditure on education		Percentage of Provincial expenditure on Primary education to total expenditure on Primary education	
	1921-22	1925-26	1921-22	1925-26
	Rs.	Rs.	Rs.	Rs.
Bombay	57·5	59·7	66·0	63·4
Madras	34·9	42·2	51·9	52·4
Bengal	14·8	12·6	35·6	33·1
United Provinces	32·2	35·9	62·0	65·9
Punjab	31·8	33·3	53·7	60·7
Burma	3·1	2·7	5·6	7·7
Bihar and Orissa	3·8	3·1	4·8	3·1
Central Provinces ..	43·5	33·9	61·6	51·0
Assam	31·0	33·1	62·4	59·9
North-West Frontier ..	37·9	38·5	77·1	73·6

Average cost of a school and a pupil.

89. A Board school has an average of 75 children, while an aided and an unaided school have 52 and 56 children respectively. The average annual cost of a Board Primary school for boys is Rs. 1,300, of an aided school Rs. 586, and of an unaided school Rs. 934. The following table compares

the average annual cost of a Boys' Primary school and the average annual cost of pupil under each class of management :—

	Average annual cost of a Boys' Primary school		Average annual cost of a pupil in a Boys' Primary school	
	1921-22	1926-27	1921-22	1926-27
	Rs.	Rs.	Rs.	Rs.
Government	5,083	3,106	36·9	24·2
District Local Board ..	970	1,062	17·2	17·8
Municipal	3,823	4,774	25·2	28·8
Total under Public Management	1,263	1,459	19·1	20·5
Aided	586	746	13·4	16·4
Unaided	934	915	18·4	20·2
Total under private management.	595	753	13·6	16·5

The following table gives the cost per pupil in a Municipal and District Local Board Primary school for boys separately for each Division :—

	Average annual cost of a school			
	1921-22		1926-27	
	Total cost	Cost to Government	Total cost	Cost to Government
District Local Board schools	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Bombay Division	795 1 11	724 8 6	1,011 15 9	847 2 0
Central Division	844 8 6	758 15 2	865 7 0	727 10 0
Northern Division	1,153 13 0	1,067 7 0	1,380 3 0	1,128 11 0
Southern Division	1,020 0 0	937 0 0	1,042 6 0	919 12 0
Sind	1,280 1 0	1,084 12 0	1,418 5 0	1,111 11 0
Total ..	970 0 0	876 0 0	1,061 8 0	887 1 0
Municipal Schools				
Bombay Division — Bombay City ..	6,833 14 0	1,505 0 0	9,353 14 0	2,344 3 0
Bombay Division — Mofussil ..	2,677 13 0	1,318 14 0	3,215 9 0	1,681 2 0
Bombay Division — Total ..	5,171 8 0	1,430 8 0	7,072 9 0	2,097 13 0
Central Division	3,187 10 0	1,868 13 0	3,662 6 0	1,946 15 0
Northern Division	2,875 13 0	1,267 3 0	3,895 6 0	1,853 1 0
Southern Division	2,705 3 0	1,360 12 0	3,105 14 0	1,811 1 0
Sind	4,433 7 0	2,231 0 0	4,340 10 0	2,208 5 0
Total ..	3,823 7 0	1,558 6 0	4,774 1 0	1,987 1 0

	Average annual cost of educating a pupil			
	1921-22		1926-27	
	Total cost	Cost to Government	Total cost	Cost to Government
District Local Board schools	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Bombay Division	15 11 3	14 4 11	17 14 0	14 15 0
Central Division	15 7 2	12 13 9	14 12 0	12 7 0
Northern Division	17 11 0	16 6 0	18 15 0	15 7 0
Southern Division	17 0 0	15 0 0	17 5 0	15 5 0
Sind	25 13 0	21 14 0	30 3 0	23 11 0
Total ..	17 3 0	15 8 0	17 12 0	14 14 0
Municipal Schools				
Bombay Division — Bombay City ..	50 1 0	11 0 0	70 1 0	17 9 0
Bombay Division — Mofussil ..	19 1 0	9 7 0	19 7 0	10 2 0
Bombay Division — Total ..	32 7 0	10 5 0	48 11 0	14 7 0
Central Division	18 2 0	10 10 0	19 3 0	13 3 0
Northern Division	19 9 0	8 11 0	21 2 0	10 1 0
Southern Division	17 14 0	9 1 0	18 8 0	10 12 0
Sind	31 4 0	15 12 0	32 0 0	16 5 0
Total ..	25 5 0	10 5 0	28 13 0	12 0 0

The average cost of educating a pupil in a District Local Board School has risen from Rs. 17-3 to Rs. 17-12, the share of Government having fallen from Rs. 15-8 to Rs. 14-14. The increase in the case of Sind is from Rs. 25-13 to Rs. 30-3, and it is difficult to account for this except on the assumption that the Boards have not fully realised the need for economy. The cost of primary education in Sind is considerably higher than in the Presidency proper, mainly because of the scattered nature of the population. The number of pupils in each standard is small, and more teachers are required in proportion to the number of pupils than elsewhere. The only Division which shows a decrease is the Central Division, where the cost has fallen from Rs. 15-7 to Rs. 14-12. This is due to the large schemes of expansion which have been brought into operation in some of the districts, notably Satara, and to the employment of untrained teachers on lower rates of pay.

The cost of educating a pupil in a Municipal School has risen from Rs. 25-5 to Rs. 28-13. The chief increase is in Bombay City, where the cost has increased from Rs. 50-1 to Rs. 70-1.

The cost of Primary education is very high in this Presidency as compared with the rest of India, and the large increase of pay which had been given, and the greatly increased facilities for the training of teachers and the liability for the extra pay to which these teachers would be

entitled after training, foreshadowed a still further rise in the average cost per pupil. The various measures which were taken to meet this difficulty, *e.g.*, the refusal to sanction the so-called Sathe-Paranjpye scheme of pay referred to in paragraph 91, the limitation of training institutions to what were necessary to maintain an average of 50 per cent. of trained teachers, and the abolition of the IIIrd year class were unpopular, but had to be adopted from sheer necessity. The alternative was stagnation, and little or no advance. There is no reason why there should not be a gradual reduction in the average cost, if the increase in the number of pupils is maintained. It is the small schools, with 20 or 30 pupils distributed over five or more classes, which are expensive and inefficient. It cannot be repeated too often, however, that without the strictest economy any further development is practically impossible in the near future.

90. Girls and all pupils of the Depressed Classes are admitted free.

Fees.

Before the passing of the Primary Education Act a few Municipalities had, with the consent of Government, made Primary education free, but with the passing of the Act Local Authorities have been given a free hand in the matter of remission of fees, and as many as fifty-five Municipalities have abolished fees in their schools. The Primary Education Act lays down—

"Fees may be abolished at any time by a Local Authority in Primary "schools maintained by it, and by a Municipality which is not a Local "Authority in such Primary schools within the area as are managed "by the District Local Board."

Sons of women teachers whose pay is Rs. 100 or less, and the sons of Indian Soldiers in the combatant branches of the Army and of Indian soldiers and followers who died or were incapacitated during the Great War, are admitted free. Under the provisions of the Act all compulsory education must be free.

The fee charged in Municipal and District Local Board schools is in most cases half an anna in the Infant class, and in standards I to VI (and VII) a fee rising from one anna to six annas. In Sind all pupils in District Local Board schools are admitted free, while in the Presidency proper the children of cess-payers are admitted at reduced rates—half rates in most cases, but in the Northern Division half an anna in the Infant class and one anna in all other standards. The following table shows the percentages of boys in District Local Board Primary schools in the Presidency proper paying fees or cess-payers' fees, and of those who are free :—

	Percentage of Boys in Primary Schools paying		
	Full Fees	Cess-payers' Fees	No Fees
Bombay Division	21·0	39·3	39·7
Central Division	19·4	38·1	42·5
Northern Division	8·1	42·8	49·1
Southern Division	3·8	26·4	69·8

The fee collection in Board schools amounted to Rs. 2,51,727 as against Rs. 2,76,538 in 1921-22. The decrease was due to the introduction of free education by several Local Bodies. Of the 155 Municipalities in the Presidency fifty-five have made education free. The District Local Boards of Ahmednagar, West Khandesh, Thana, Nasik, and Belgaum, and all the District Local Boards in Sind, have also introduced free education.

It is undeniable that a very large percentage of the children now admitted free could well afford to pay. In view of the fact that, with their present funds, the Boards are unable to provide schools for all, it is open to doubt whether it is equitable that such children should receive education free while others who want it are unable to obtain it. Also, as frequently reported in the past, there is great abuse of the concession to cess-payers, especially in the Northern Division, where the children of cess-payers pay a maximum fee of 1 anna, even in the highest standard. There is no doubt that, if the School Boards (District and Municipal) chose to levy adequate fees from all who can afford to pay, considerable sums would be forthcoming for the improvement and expansion of Primary education. But "Free Education" is a popular cry and useful for Election purposes, and it is largely those who could afford to pay that control the voting. The principle formerly followed was to secure that no child is kept away from school by inability to pay fees. So long as this condition is satisfied, there would appear to be a strong case for the levying of fees until universal Primary education of a satisfactory character has been provided..

The average annual fee per pupil in a primary school for boys has fallen from Rs. 0-10-9 to Rs. 0-8-9. Schools under private management generally charge considerably higher fees and, if these schools are omitted, the average fee per boy is further reduced to Rs. 0-5-8. The following table compares the average annual fee per pupil in schools by management :—

	1921-22	1926-27
	Rs. a. p.	Rs. a. p.
Government	0 9 2	0 6 10
District Local Board	0 5 11	0 5 10
Municipal	0 13 10	0 5 3
Total under public management ..	0 7 9	0 5 8
Aided	1 10 7	1 12 0
Unaided	4 0 5	4 4 9
Total under private management ..	1 11 11	1 13 7
Grand total ..	0 10 9	0 8 9

Teachers.

91. The total number of teachers (both men and women) in Primary schools under all managements increased by 5,736, or 19·9 per cent., to 34,611, of whom 16,932, or 48·9 per cent., were trained, as against 49·2 per cent. five years ago. The following table gives the distribution of trained and untrained teachers in Government, District Local Board, and Municipal Boys' schools in each Division :—

Division	IIIrd year	IInd year	1st year	Total trained
Bombay Division ..	598	809	1,256	2,663
Percentage to total ..	11·8	16·0	24·9	52·7
Central Division ..	709	1,405	2,242	4,356
Percentage to total ..	8·3	16·4	26·2	50·9
Northern Division ..	837	667	1,800	3,304
Percentage to total ..	16·1	12·9	34·7	63·7
Southern Division ..	974	1,082	1,060	3,116
Percentage to total ..	21·6	24·0	23·5	69·1
Sind ..	679	405	849	1,933
Percentage to total ..	25·1	15·0	31·4	71·5
Total ..	3,797	4,368	7,207	15,372
Percentage to total ..	14·6	16·8	27·7	59·1
Total for 1925-26	3,877	4,297	6,937	15,111
Percentage to total ..	15·5	17·1	27·6	60·2

Division	Qualified	Unqualified	Total untrained	Grand total
Bombay Division ..	1,920	473	2,393	5,056
Percentage to total ..	38·0	9·3	47·3	100
Central Division ..	3,903	298	4,201	8,557
Percentage to total ..	45·6	3·5	49·1	100
Northern Division ..	1,767	117	1,884	5,188
Percentage to total ..	34·0	2·3	36·3	100
Southern Division ..	1,270	125	1,395	4,511
Percentage to total ..	28·1	2·8	30·9	100
Sind ..	738	33	771	2,704
Percentage to total ..	27·3	1·2	28·5	100
Total ..	9,598	1,046	10,644	26,016
Percentage to total ..	36·9	4·0	40·9	100
Total for 1925-26 ..	8,930	1,054	9,984	25,005
Percentage to total ..	35·6	4·2	39·8	100

The object aimed at has been to equalise the proportion of trained teachers in the different districts, there having been a great disparity in this respect at the end of the previous quinquennium.

It is recognised that the ideal is that none but trained teachers should be employed; but trained teachers are more costly and, the object in view being universal literacy, it is necessary to make the funds available go as far as they will. The standard generally aimed at is 50 per cent. of trained teachers. It will be seen that this percentage is secured in all Divisions, while Sind and the Southern Division are considerably in excess. It is the high cost that is the principal obstacle to the expansion of primary education and the introduction of compulsion, as well as to the provision of a sufficient number of teachers in all schools. It is therefore that the percentage of trained teachers is limited. For the same reason—to reduce the general cost—the Third year in the Training Colleges has been discontinued. During the previous quinquennium there had been an excessive output of Third year trained men in certain Divisions, especially Sind and the Southern Division.

It will be seen that the percentage of unqualified teachers (*i.e.* teachers who have not passed the Vernacular Final Examination) is 4·0 only The figure for the previous quinquennium was 6·4. A very large proportion of the unqualified teachers are Muhammadans, and of these an undue proportion are in the Bombay Division. In that Division five years ago the percentage was 17·5; it is now 9·5. The improvement is chiefly due to the institution of the special Central schools for Muhammadans, in which boys are prepared for the Vernacular Final examination.

The scale of pay recommended by the so-called Sathe-Paranjpye scheme was as follows :—

	Rs.	Selection grade for 10 per cent. of the cadre. Rs.
Unpassed	20	....
Untrained but qualified assistants ..	25-½-30	....
Untrained but qualified Head Masters ..	30-½-35	....
Ist year	30-1-50	55
IInd ,, ...	35-½-65	75
IIIrd ,, ...	40-2-80	100

As a first instalment of that scheme all trained teachers were in 1921 given the minimum of their class, and untrained teachers were paid as under :—

	Rs.
(1) Unqualified assistants	20
(2) Unqualified Head Masters	25
(3) Qualified but untrained assistants ..	25
(4) Qualified but untrained Head Masters ..	30

It was, however, soon found that the resources of Government were quite inadequate to supply the funds required to give full effect to the scheme, the additional amount required (over and above that for giving the minima) being some Rs. 20·1 lakhs. By the irony of fate the Minister in charge of Education was one of the two gentlemen who had fathered

the scheme and had by their lavish promises raised in the teachers expectations which they were unable to satisfy. In 1924 the following scales were sanctioned :—

	Rs.
Unqualified teachers	20
Qualified teachers	25-1/5-30
First year trained teachers ..	30-½-35-½-40
Second year trained teachers ..	35-½-45-1-50
Third year trained teachers ..	40-⅔-50-1-60

An addition of Rs. 5 was made for teachers in Sind.

Over and above this scale, in 1925 special allowances were, as the result of the recommendations of the so-called Surve Committee, given to Head Masters, ranging from Rs. 5 to Rs. 25 according to the size of the schools ; allowances were also sanctioned for first assistants in large schools. The object in view in such allowances is to secure that merit receives special recognition and that increased responsibilities shall command higher pay. In my last Quinquennial Report I stated as follows :—" The introduction of a fixed incremental scale of pay for all " teachers is universally criticized by the Inspecting staff as having tended " to lessen effort and thereby having decreased the efficiency of the schools. " I have reason to believe that there is considerable support for such a view " and that the teachers as a body worked better when their promotion " depended chiefly on their individual work. The Department has been " considering means by which pay may be made to depend at least in part " on individual merit. " This system of allowances has not given satisfaction and has, as I reported last year, come in for a good deal of criticism. But the scheme provides a serious attempt to reward merit, and to put a stop to the old system whereby every teacher drew his pay according to a fixed scale, irrespective of the nature and responsibility of the work done or of the manner in which it was performed. No doubt the new system gives rise to certain anomalies. But it is not impossible to meet special conditions by special provisions. Thus, for Urdu schools, the numbers in which are generally smaller than in other schools, a special rate has been laid down.

As to the scales themselves, I repeat the following remarks from my last Annual Report :—

" Though the scales sanctioned have not given universal satisfaction, " they appear to provide a not altogether inadequate remuneration for " a teacher's work performed in ordinary conditions, and it is believed " that they are in advance of the rates of pay prevailing in other Pro- " vinces and neighbouring Indian States. If the conditions in any " particular area are such that the scale is inadequate (*e.g.*, in industrial " centres where the cost of living is exceptionally high) it is open to the " Local Body concerned to make a special representation to Govern- " ment. But that is no reason why a scale which is found necessary " in exceptional conditions should be made the rule for other areas, " especially rural areas, for which the ordinary scale is found adequate, " especially when judged by considerations of supply and demand.

"It cannot be too often repeated that the question is an economic "one. The Primary Education Act takes as its goal the introduction "of universal compulsory elementary education for boys and girls, "to be reached within ten years by a definite programme of "progressive expansion, and aims first at giving effect to the measures "recommended by the Committee on Compulsory Education. These "measures involve an additional recurring expenditure of Rs. 110 "lakhs at the end of ten years. Thus any additional expenditure on "the pay of teachers must necessarily absorb funds that might otherwise "have been devoted to expansion and to the introduction of compul-"sory education. The addition of one rupee per mensem to the "salaries of all teachers involves a total annual cost of Rs. 3 lakhs."

It should be explained that the above scales of pay are for those teachers only who were handed over by Government to the Boards under the Primary Education Act of 1923. All teachers employed subsequent to the bringing into operation of this Act are paid at rates to be fixed by the Boards, such rates being subject to certain maxima and minima fixed by Government.

Emoluments other than pay.

92. Primary Teachers are in some cases able to supplement their pay by work for other Departments such as the Postal Department and the Co-operative Credit Department, for which they receive allowances ranging from Rs. 2 to Rs. 12 or so a month. Other teachers conduct Night schools also, receiving some Rs. 5 a month. Others are employed under the scheme introduced by Government in 1923 for the medical relief in villages, commonly known as the "Village aid scheme." Some thirty second year trained teachers were selected for this work and were sent for a course of two months and a half at Poona. They attend to minor ailments in their villages. The Educational Inspecting staff are unanimously in favour of the scheme and from my personal experience I can at least say that it is capable of much good. So far the experiment has been tried in certain districts of the Deccan only.

Number of pupils per teacher.

93. The average number of pupils (boys and girls together) per school was 71, as against 62 in 1921-22. The average number of pupils per teacher was 27. Out of a total of 9,608 District Local Board schools, 5,368, or about 55·9 per cent., are one-teacher schools. The following table gives the figures separately for each Division:—

	Number of District Local Board Primary schools	Number of one-teacher schools	Percentage
Bombay Division	1,617	995	61·5
Central Division	3,582	2,416	67·1
Northern Division	1,611	553	34·3
Southern Division	1,882	1,090	57·9
Sind	916	314	34·1

The Educational Inspector, C. D., rightly describes the one-teacher school as the weakest spot in the organisation of Primary education in this Presidency. In previous reports I have pointed out that the need for providing additional assistants in undermanned schools is greater than for adding to the number of existing schools, and have expressed the hope that the Boards, who have now taken over the management of village schools, will diagnose the situation correctly and will apply the right remedy.

In order to remove to a certain extent the anomalous position of a school with five classes being placed under the charge of a single teacher the double shift system was tried in some of the Districts, the infants attending at one session of 2½ hours and the rest of the school at another session of three hours. Experience has been against the experiment. Neither the parent nor the teacher takes kindly to it—the former because he has to look after the child for the greater part of the day and the latter because he has to do extra work without extra pay.

School Buildings.

94. Of the 9,608 District Local Board schools for boys and girls, 32 per cent. met in buildings belonging either partly or wholly to the Boards; 17 per cent. were held in rented buildings; and 51 per cent. were housed free of rent in *chavdis*, *dharamsalas*, temples, or private houses. The following table shows the building operations of the District Local Boards during the quinquennium:—

Year	Number of new school-buildings erected	Number of buildings under construction	Number of buildings to which extensions were made
1922-23	23	42	25
1923-24	20	24	10
1924-25	24	13	9
1925-26	16	17	7
1926-27	11	30	24
Total ..	94	126	75

The number of school buildings erected during the quinquennium fell far short of the actual requirements and there is a pressing need for more buildings everywhere. The chief difficulty has hitherto been the expense, the costly type of building constructed by the Public Works Department being beyond the means of the Boards. It has long been recognised that, if all schools are to be provided with buildings of their own, a less ambitious form of structure is essential, and Government have laid down a sum of Rs. 40 per pupil as the maximum admitted expenditure for the purposes of a building grant. Though the figure may have to be raised for large towns their is ample evidence that it is adequate for most rural areas. I recently saw a Primary school building constructed by the West Khandesh District Local Board for 80 boys at

a cost of Rs. 3,980. This school is of the open-air type. Two other open-air buildings of a far cheaper type have recently been constructed by the Board; of these, one was for 120 and the other for 186 boys, and the cost was only about Rs. 31 and Rs. 16 respectively per boy. In these structures timber material was replaced by steel stanchions, trusses, etc., with asbestos corrugated roof sheeting. An account of the cheap building programme framed by the District Local Board, Surat, in connection with the donation scheme of Sir Purshottamdas Thakordas is given in the following paragraph. The Boards are now given a far freer hand in the preparation of plans and estimates, a District Engineer whose appointment has been approved by Government being competent to prepare plans and estimates up to Rs. 10,000, and any District Engineer up to Rs. 5,000.

Some of the District Local Boards have framed building programmes and are anxious to push on the construction of cheap buildings. Much depends on private enterprise: The Educational Inspector, N. D., reports—

"Sir Purshottamdas Thakordas has laid the Surat District under his great obligation by his donation of Rs. 15,000 last year for building "school buildings. A committee consisting of the Educational Inspector as President, and Rao Bahadur B. R. Naik, M.L.C., Rao "Saheb Bhimbahi M. Desai, the Deputy Director of Agriculture and "Mr. Manilal Tribhovandas Shah on behalf of Sir Purshottamdas is "appointed to work out the scheme. The Committee in consultation with Sir Purshottamdas is prepared to help those villages that "are willing to give a plot of land and contribute a certain percentage "of the cost. The buildings are to be constructed by the people themselves according to the plans prepared by the committee, are to be "handed over to the District Local Board, and to be named as the "benevolent donor desired. During 1926-27 eight buildings were "taken on hand, of which five were constructed and handed over to "the District Local Board. Sir Purshottamdas was kind enough to "come down to the Surat District in October last and performed "himself the opening ceremony of the four completed buildings—two "at Kachholi, one at Vaghchhipa, and one at Umersadi. He was so "well impressed with the work done by the committee that he was "inclined to give a further donation of Rs. 50,000 for 1927-28 and such "30 buildings are to be built. Of these 30 buildings 5 buildings are "ready and others are under construction. Sir Purshottamdas "intends to contribute still further in future years till almost all the "District Local Board schools in the district have got buildings of "their own."

95. The Primary School course comprises the three R's, with Drawing Indian Accounts, History and Geography, and Object Lessons. In practice, Object Lessons are not usally given except where there is a trained teacher. In the higher standards their place is taken by Science. There was no change in the

Courses.

curriculum except that the syllabus for Drawing was revised during the quinquennium and a more simple course was introduced.

An alternative curriculum with an agricultural bias has been introduced for standards V to VII. An account is given of this course in para. 96.

Some of the Educational Inspectors report that the Primary School course is still too theoretical and academic, and meets the needs of the advanced classes only, who form only a small fraction of the population.

The Educational Inspector in Sind remarks—

"Some of the subjects could be done away with in view of the fact "that the teaching of these subjects is mechanical and perfunctory, "*e.g.* Object Lessons, Drill, and Physical exercises are taught only "nominally. In almost all the schools Physical Education is neg- "lected, and, unless it is made compulsory and admitted as an indivi- "dual subject in examination, it will continue to be passed over both "by the teachers and the taught. A regular syllabus should be framed "from standard I to VII and Inspecting officers should assess the "progress achieved by the boys at the time of the annual examina- "tion. Nature Study and school gardening have practically dis- "appeared from the schools, only because facilities are not available "owing to want of funds. In some schools, however, the gardens "started when this experiment was first introduced continue to exist "in fairly flourishing condition."

Education of Agricultural classes.

96. It is commonly complained that the teaching in rural schools is not adapted to the needs of the rural population. There is no doubt much in this complaint, but so far as the lower Primary course (up to standard IV) is concerned it does not appear that there is much scope for any alteration in the curriculum. As already stated, the main object in the first five years is to make a child literate, and with this end in view the schools have to concentrate on the three R's. It is frequently urged that agriculture should be taught in these standards. But, apart from the cost involved, and apart from the difficulty of giving any useful instruction in agriculture in school to boys below the age of fourteen, it must be clear that, if they are to become literate before they leave school, they must devote the whole of their attention to the three R's. It is for this reason that Government have definitely declared themselves to be opposed to the giving of prevocational instruction before the IVth standard is passed.

What matters is not so much the curriculum as the way it is taught. It is the teacher's outlook that is all important. The reiterated complaint that the teaching is of a literary character is based on the traditional attitude of the teacher, who refers for his facts not to nature, nor to the experience of every-day life, but to the written word and to hereditary lore. Even a purely agricultural course taught by such a teacher is likely to give no results of a practical nature. In order to make teaching in village schools suitable for children of the agricultural classes the

first measure is to select teachers from the agricultural classes and then to train them in special training institutions, which should be situated in rural areas and staffed throughout with teachers from the agricultural classes. Unfortunately all our Training Colleges, and practically all our District Training Schools, are situated in urban areas, and are mostly staffed by teachers of the advanced classes. Government are desirous of opening a special training institution for rural teachers, but they have hitherto been prevented from doing so by inability to provide the funds.

In accordance with the determination of Government that teachers in village schools shall have an agricultural outlook it is now provided in the general orders for recruitment that special consideration shall be given to members of the Backward communities, and during the last few years the number of teachers recruited from these classes has greatly increased. For admission to the training institutions it is required that 75 per cent. of the places shall be reserved for candidates from the Backward classes, a very large proportion of whom are likely to belong to the agricultural classes.

But the ordinary curriculum of the upper Primary course (standards V—VII) is admittedly of a literary character and is quite unsuited to the needs of children of the agricultural classes. It was for this reason that Government in the year 1923 sanctioned an alternative curriculum specially adapted to the needs of the rural classes. This is commonly known as the Agricultural-bias course. The following table gives the number of such classes on 31st March, 1927, and the pupils attending them :—

Division	Number of classes	Number of pupils attending			
		Standard V	Standard VI	Standard VII	Total
Bombay Division	6	83	65	56	204
Central Division	15	367	188	66	621
Northern Division	10	155	89	27	271
Southern Division	14	191	93	56	340
Sind	7	74	39	38	151
Total ..	52	870	474	243	1,587

The reason for the smaller numbers in standards VI and VII is that the new course has to be commenced in standard V, and only a small proportion of the classes had commenced to teach standards VI and VII. Nine additional classes were started during the last year of the quinquennium.

It must be understood that the education given in these classes is not agricultural. The object is to give a school education with a special bias towards agriculture. The work in the ordinary literary subjects is considerably reduced, room being thus made for theoretical and practical teaching in simple village agriculture. For two hours every day

the boys work on the small agricultural plot attached to the school. In addition to this they receive instruction in village carpentry and smithing, in which all that is aimed at is to teach a boy how to mend the ordinary farm implements.

The average extra cost per annum of an Agricultural-bias class over that of an ordinary Upper Primary class is represented by—

	Rs.
(1) The difference between the pay of a second Year and a third Year trained teacher per annum.	72
(2) Contingencies (hire of bullocks, purchase of seed and manure, etc.).	240
(3) Wood for carpentry work, iron, and fuel for smithing..	50
(4) Rent for class accommodation and field	84
Total ..	Rs. 446
Say ..	Rs. 450

The figure for Sind is Rs. 772, owing to higher expenditure on the hire of cattle, cost of water, manure, etc.

In addition to this there is an initial expenditure of Rs. 200 for agricultural implements and of Rs. 225 for carpentry and smithing tools.

Taking forty-five as the average number of boys in an Agricultural-bias class (standards V—VII), the average recurring cost per pupil is Rs. 10 per annum (in the Presidency proper). To this must be added Rs. 17½, the average cost of educating a boy in a District Local Board Primary school. Thus the total annual expenditure per pupil in an Agricultural-bias class is approximately Rs. 27½.

In most of the places the villagers have given a plot of land free of rent or at a cheap rental. The size of the plots varies from half an acre to an acre. The practical work is done by the boys under the guidance of the agricultural teacher, and no servants are ordinarily employed for the work.

In the Northern Division, the plot is obtained rent-free from some leading cultivator, who is given a fixed share of the proceeds, the school taking the remainder. This plan, the Educational Inspector reports, has the advantage of enlisting the active interest and co-operation of the leading people of the village in the working of the school, an asset of great value.

The classes are generally popular and the reports from the Educational and the District officers are in almost all cases favourable. The remarks of the District School Boards in the Central Division show that they are greatly appreciated. In the Konkan districts, however, where the cultivators are largely amphibious, living partly on their fields and working in the Bombay Mills during the non-agricultural season, they are less popular, the desire being for a more literary form of education, and particularly for English, as more paying.

I quote from the report of the Inspector of Agricultural schools, an officer of the Agricultural Department—

"As far as the working of the classes in the Presidency proper is "concerned (as I am not in touch with these classes in Sind) these "classes have in general greatly appealed to the agriculturists, and "there is great demand for these classes except in some parts of the "Konkan tracts. As people from Konkan Districts spend a major "portion of the year in big industrial centres like Bombay and have "therefore no tendency to stick to agriculture all the year round, these "classes have not naturally appealed to them. Besides, Konkan "villages being small in size and scattered in the hills and woods, "the cultivators will have to send their boys to school situated at "a distance from their villages, to which they are naturally averse. "In other parts, particularly in the Southern Division, except the "District of Karwar, the people are asking for more of these classes "and some Local Boards have decided to open 4 or 5 such classes "every year in their District. Belgaum District Board has already "passed a resolution to this effect and Bijapur District Board is fol-"lowing in the footsteps. The number of boys in these different "schools has increased since the introduction of these classes and there "is also a tendency for the boys to continue schooling longer than "was the case prior to the introduction of the alternative agricultural-"bias course. These classes have attracted boys from the neighbour-"ing villages in a great many cases.

"The immediate utility of these classes has resulted in the rush of "boys for these classes and consequently there is increase in the "number of boys attending the higher standards in places where these "classes have been opened. This increase in the number of boys is "also partly due to the grant of all the privileges of the existing Verna-"cular Final Examination to the boys passing in this course. But "attraction for service is secondary in the case of genuine cultivators, "who do not so much desire that their boys should serve as teachers. "It is only a small percentage of these boys, particularly sons of non-"cultivating classes in general and of Kulkarnis and of other half "educated so-called leading people in the villages, that desire service. "In the initial stage, when the general trend of mind is towards service, "some such attraction seems necessary."

It is early to pronounce with confidence on the success of these classes. They do, however, represent a genuine attempt to give a form of education which is adapted to the needs of the agricultural classes, and, if it is found that boys who have been through the course are prepared to remain on the land, instead of betaking themselves to service and other such occupations which are the general sequel to the study of the ordinary literary curriculum, it may be fairly claimed that the desired object has been attained. It will be necessary to watch the after-career of those who have been through the course.

At the special Vernacular Final Examination instituted for boys who take the alternative Agricultural-bias course 134 appeared and 68 passed.

Examination and Inspection.

97. Since the transfer of control to the Boards the Local Authorities maintain their own Inspecting staff, the Rules under the Primary Education Act prescribing as follows :—

"The School Board shall arrange for the inspection and annual "examination of schools managed by the local authority, and for the "inspection and examination of standard IV in approved schools, "and shall award grants-in-aid to approved schools in accordance with "the rules. The date of the annual examination of standard IV shall "be communicated to the Government Inspecting Officer one month "before the examination is to be held."

Government, in addition, still maintain their own Inspecting staff (about one-third of the strength formerly maintained) with a view to testing the general efficiency of the schools controlled by the Local Bodies.

The Vernacular Final Examination, which terminates the Primary School course and which qualifies for admission to the Primary Training Colleges and to the lower grades of the public service, including Primary school teachers, is held by the Department in each District. At the Vernacular Final Examination (including the Urdu Final Examination) held in 1927, 12,156 boys appeared, of whom 5,581 passed. The following table gives the results of these examinations separately for each Division :—

Division	Vernacular Final Examination		Urdu Final Examination		Total		Percentage of passes
	Number appeared	Number passed	Number appeared	Number passed	Number appeared	Number passed	
Bombay Division ..	1,865	837	126	68	1,991	905	45·5
Central Division ..	4,162	1,828	168	72	4,330	1,900	43·9
Northern Division ..	2,187	1,094	128	53	2,315	1,147	49·5
Southern Division ..	2,332	979	198	48	2,530	1,027	40·6
Sind	975	594	15	8	990	602	60·8
Total ..	11,521	5,332	635	249	12,156	5,581	45·9

98. A separate Vernacular Final Examination for girls has recently been instituted, the results of which are given in Chapter XII.

Wastage.

The following table gives the distribution of children in different standards of Primary schools :—

	Boys	Percentage to total	Girls	Percentage to total
Infants	258,150	32·9	94,131	47·4
Standard I	144,612	18·4	38,008	19·2
Standard II	122,770	15·6	27,817	14·0
Standard III	99,916	12·7	20,264	10·2
Standard IV	86,520	11·0	12,130	6·1
Total, Lower Primary stage ..	711,968	90·6	192,350	96·9

	Boys	Percentage to total	Girls	Percentage to total
Standard V	37,075	4·7	3,982	2·0
Standard VI	21,155	2·7	2,180	1·1
Standard VII	15,924	2·0	92	0·0
Total, Upper Primary stage ..	74,154	9·4	6,254	3·1
Grand Total (Lower and Upper Primary stages)	786,122	100	198,604	100

It will be seen that an undue proportion of the children, especially of the girls, are in the Infant class, while there is a falling off every year, only 11 per cent. of the boys and 6·1 per cent. of the girls being in standard IV, the passing of which is generally accepted as the test of literacy.

I have in previous Reports described the main and contributory causes of what is generally known as Wastage in Primary schools, and in my Report for 1924-25 I summed them up as follows :—

"The main causes for this state of affairs are, first, irregular atten-
"dance, and, secondly ineffective teaching. The ineffectiveness of
"the teaching is chiefly due to the insufficiency of teachers, especially
"in the case of the one-teacher school. It is not surprising that in a
"village school in which one teacher has to teach both the infants
"and four classes the results should be unsatisfactory and that a large
"proportion of the children should fail to get beyond the Infant Class.
"And it is of course in the small village schools that, largely owing
"to the poverty and apathy of the parents, attendance is most
"irregular. The problem is to get the children into the schools and to
"keep them there till they have become literate. Compulsion is
"probably the most effective means of securing attendance where
"the parents are not alive to the advantage of getting their children
"educated: to improve the chances of the child's becoming literate
"when he has once joined a school the most obvious means is to supply
"an adequate number of teachers, and the first step in this direction
"is to add a second teacher to all one-teacher schools. Unfortunately,
"the fetish of numbers has hitherto prevailed, quality being sacri-
"ficed to quantity. The facts stated appear to show that the
"remedies are the introduction of compulsion and the abolition of the
"one-teacher school."

The matter has since received further consideration, and further scrutiny of the figures would appear to show that the position is not so bad as it has generally been held to be.

The following table (for boys and girls together) shows for each year of the Quinquennium the number of those who passed the IVth standard

and the proportion which that figure bears to the number of those in the Infant class five years previously:—

	Year	Number	Percentage of passes
Infants	1917-18 ..	245,722	12·9
Pupils passing standard IV	1921-22 ..	33,754	
Infants	1918-19 ..	289,102	12·4
Pupils passing standard IV	1922-23 ..	35,949	
Infants	1919-20 ..	328,542	11·6
Pupils passing standard IV	1923-24 ..	38,267	
Infants	1920-21 ..	330,992	12·6
Pupils passing standard IV	1924-25 ..	41,733	
Infants	1921-22 ..	302,960	15·4
Pupils passing standard IV	1925-26 ..	46,900	
Infants	1922-23 ..	287,930	16·8
Pupils passing standard IV	1926-27 ..	48,596	

It will be seen that this percentage has risen from 12·9 to 16·8, an advance which, if properly appreciated, will be recognised as of no little value. It is shown (*vide* second table on page 87) that about half those in the Infant class are promoted every year, so that the average duration in the Infant class is two years (or, more correctly, one year, and a part of the previous year). It thus follows that the number of those who passed the IVth standard in 1926-27 was about 33 per cent. of those who entered the Infant class five or six years previously. Or, in other words, one child in three of those who entered the Infant class passes the IVth standard and may be regarded as having attained literacy.

99. The following account of the working of the system of Primary education under the Act of 1923 has been compiled by Mr. M. Hesketh, I.E.S., who was Secretary to the Committee on Compulsory Education and who wrote the Report of that Committee which is quoted in the Act as laying down the purpose and the principles on which the Act is based.

Primary Education Act.

The passing of the Primary Education Act in 1923 was perhaps the most important event in the history of Primary education in this Presidency during the last 30 or 40 years. To give an idea of the scope of

the Act I may quote from the preamble—"WHEREAS it is the de-"clared policy of the Government that universal, free and compulsory "elementary education for boys and girls should be reached by a "definite programme of progressive expansion and WHEREAS it is "expedient to provide for a progressive development and expansion "of Primary education so as to reach that goal on lines recommended "by the Compulsory Education Committee of 1921 appointed by the "Government and WHEREAS it is expedient for this purpose to provide "for compulsory elementary education and to make better provision "for the management and control of Primary education in the Presi-"dency of Bombay."

A short account of the former system of management of Primary education and the changes brought about by the Primary Education Act will be found in paragraph 66 of the Annual Report for 1925-26. A few supplementary remarks appear to be necessary. One of the changes brought about was in regard to the management of the schools of the smaller Municipalities. Formerly each Municipality managed its own schools under the general supervision of the Department, and received a grant equal to half the approved expenditure on Primary education in the previous year. There was a common cadre of primary teachers for Government, Local Board, and Municipal schools, and transfers from Local Board to Municipal schools and *vice versa* were not uncommon. The position of these teachers was somewhat peculiar. They were nominally servants of the District Local Board and Municipalities, but their employment and terms of service were guaranteed by Government, and they had practically all the privileges, including the right to a pension, of Government servants. Some change was necessary if District Local Boards and Municiplities were to be made fully responsible for the control and management of primary schools. Each Local Authority must have its own cadre of teachers, and these could no longer be interchangeable except with the mutual consent of the Local Authorities concerned. As some of the Municipalities employed a small number of teachers, considerable difficulties were likely to arise in regard to promotion. Moreover by the Primary Education Act each Local Authority is bound to employ an Administrative Officer, and such an officer is not required to manage two or three schools with a handful of pupils. With a view to simplifying the administration of primary schools and to reducing the number of Local Authorities and the cost of management, it was decided that the larger Municipalities only should become Local Authorities, with the approval of Government, and that the schools of the smaller Municipalities should be managed by the School Board of the District in which they were situated, the Municipalities being given representation on the School Board. To avoid disputes about the expenditure incurred within the Municipal area, it was laid down that the annual contribution of a non-Local Authority Municipality to the District Local Board should be equal to one-third of the average cost of a pupil for the whole area multiplied by the average number of pupils in the Municipal schools less the amount received by the District Local

Board in the year from fees, etc. It may be noted that the non-Local Authority Municipalities score in the matter of grants by receiving approximately two-third of the costs instead of one-half. Although it was originally intended that the larger Municipalities only with a population of at least half a lakh should become Local Authorities, the conditions have been relaxed a good deal, and there are now 51 Municipalities which are Local Authorities, and 104 which are not.

The system of grants to District Local Boards may be explained more fully. The actual expenditure on Primary education in the year previous to the Act coming into operation, less the amount received by the District Local Board in that year from the local cess, fees, and other recurring sources of income, has been fixed as what is called the datum line grant. The grant is continued each year, and in addition the District Local Boards get two-thirds of the admissible expenditure in excess of the expenditure in the datum line year. Government have carried out the spirit of the Primary Education Act in other ways. For example the supervising and inspecting staff were in the past paid directly by Government, and Government have given to each District Local Board which has taken over a grant under the datum line to cover the full cost of the staff on certain conditions. Similarly Government formerly paid grants directly to a large number of primary schools. This obligation has now been transferred to the Local Authorities and Government have given a grant under the datum line based upon the expenditure they formerly incurred. Government have also given a recurring grant equal to one-twelfth of the local assets of the District Local Board in the datum line year towards meeting the cost of non-recurring expenditure.

Some experience has now been gained of the working of the Primary Education Act. The Act provides specially for the representation of backward communities on the School Board. The result in the Deccan, Konkan, and Karnatak has been that in many cases these communities have been over-represented, and the whole power of the School Board has fallen into the hands of one particular caste, and a caste hostile to the advanced classes from which most of the inspecting officers and school-masters have been recruited in the past. The first effect was that the Boards generally refused to take over as Administrative Officers the Deputy Educational Inspectors who had formerly been responsible for the management of the schools, not so much because they were Government servants as because of their caste. In some cases an incompetent Administrative Officer or Supervisor has been appointed whose chief qualification for the post was his caste.

The next step was to make matters less pleasant for the teachers belonging to the advanced communities, who by reason of their seniority and efficiency held a number of the better paid posts of headmaster or were in receipt of allowances for doing postal work. The result in some districts has been an unprecedented number of transfers. To use a homely phrase, the 'bottom dog' is now on top, and success has gone to his head. At present there is much confusion and inefficiency, and

communal jealousies might without exaggeration be described as the curse of Primary education. These criticisms do not apply to all districts. Whether the School Boards will in time realise that the interests of the schools and the pupils must come first remains to be seen.

Another point to which reference may be made is the tendency to extravagance on the part of some School Boards, especially in regard to the pay and allowances of teachers. The evidence given during the sittings of the Compulsory Education Committee in 1922-23 led one to suppose that the popular impression was that primary teachers were overpaid rather than underpaid, and that the District Local Boards would favour a reduction of expenditure on this account. With some exceptions, the result has been otherwise. This is largely due to the fact that the primary teachers, who are now well-organised, have realised their political power. The schoolmaster is frequently the only educated man in the village and can clearly exercise considerable influence during elections not only for the Legislative Council, but also for the District Local Board. The tendency of the Legislative Council has undoubtedly been to favour increased pay for teachers in spite of the fact that every rupee spent on this account means a reduction in the number of new schools which can be opened. It is worthy of note that all the proposals for increased pay are intended to benefit those on the highest scales and not those on the lowest scales, and it is the highest paid teachers who are the best educated and the most vociferous. There is little doubt that the political power of primary teachers may become a source of considerable danger to the efficient management of primary schools.

It is unfortunate that the passing of the Primary Education Act coincided with the beginning of a period of financial depression in Bombay. It is becoming more and more difficult for Government to provide the funds for the development of Primary education even to the extent of the grants required towards the schemes prepared by the Local Authorities. At the start these schemes of the District Local Boards were mainly for expansion on a voluntary basis, a not unnatural method of procedure in the present state of public opinion. Government have now decided that at least one-third of the expenditure on any scheme of expansion submitted by a District Local Board must be devoted to a scheme of compulsion. In the case of Municipalities no scheme of expansion on a voluntary basis will be considered. A few schemes of compulsion in Local Board areas have been sanctioned or are under consideration and although we have no reliable data on which to form an opinion, I do not, think that any very serious difficulty will be encountered in putting these schemes into operation. There is undoubtedly an awakening of the masses, *i.e.*, the cultivating and artisan classes and even the Depressed classes in many areas of the Presidency, and a desire for education. It may be that a desire for a share in the spoils of Government service is partly the cause of this awakening, but whatever the cause there is no doubt a widespread desire for the rapid expansion of primary schools, and, were Government in a position to give large additional grants for

Primary education, I have little doubt that there would be a very rapid increase in the number of pupils under instruction.

This view is borne out by the progress made in the Satara District during the quinquennium, which can be seen from the following table :—

Year	Number of schools	Number of pupils	Cost per pupil
			Rs. as.
1921-22	568	32,092	14 3
1922-23	576	32,765	15 2
1923-24	570	31,774	15 15
1924-25	647	35,871	14 7
1925-26	892	47,902	13 10
1926-27	921	56,408	12 10

The number of pupils has increased by over 24,000 or over 75 per cent., while the expenditure increased from Rs. 4,54,964 to Rs. 6,57,001 or by less than 45 per cent. This result is extremely interesting. The number of pupils per school has increased from 56 to 61, and the cost per pupil has fallen from Rs. 15-15 in 1923-24, the year before development began, to Rs. 12-10 in 1926-27, i.e. by over 20 per cent. In fact the additional 24,634 pupils cost only Rs. 6-1 per head.

In this connection a reference may be made to the second table in para. 89 from which it will be seen that the average cost of a pupil in a Local Board school rose from Rs. 17-3 to Rs. 17-12 during the quinquennium. For Municipal schools, excluding Bombay City, the average cost per pupil is under Rs. 20. These figures do not include the cost of management. It may be noted that in the Report of the Compulsory Education Committee it was anticipated that it would be possible to bring down the average cost per pupil to Rs. 15. The experience now gained in the Satara District suggests that this result can be achieved, if there is a large increase in the number of pupils and that it should be possible to bring about the general introduction of compulsory elementary education within a total recurring cost of Rs. 257 lakhs, of which the share of Government will be about two crores ; as compared with the present expenditure of over Rs. 120 lakhs.

No District Local Board had introduced compulsory education at the end of the quinquennium. Several including two in Sind have since submitted schemes for the introduction of compulsion into particular areas.

Four Municipalities introduced compulsion under a former Act applicable to Municipalities only and one under the Primary Education Act. Bombay Municipality has recently introduced compulsion into two wards of the City. A considerable increase in the number of pupils has resulted. It is difficult to express an opinion on the feasibility of the general introduction of compulsion, but it would appear that little opposition is to be anticipated in the Marathi and Kanarese districts and in the towns generally.

The financial position of Government has necessitated the strictest economy and the closest scrutiny of the expenditure of the Local Authorities to decide what items are admissible. This scrutiny of expenditure has not tended to foster friendly relations between Government and the Local Authorities, especially as items which may be described as amenities but not essentials have been excluded for the purpose of assessing the Government grant. The policy has been to concentrate on essentials and to use the money available to teach the 3 R's to as many boys and girls as possible. This policy may be open to criticism from the purely educational point of view. I feel, however, that it is necessary to take a broader view. The first essential for anything in the nature of democratic Government in India is a literate electorate. The cultivators are the backbone of the country and it is right that they should have a voice in the Government, but they should at least be literate, if they are to take an intelligent interest in political questions.

The intention of the framers of the Primary Education Act was that the actual administration of Primary education should be in the hands of the Administrative Officer and that his position should be analogous to that of the Commissioner of the Bombay Municipality, whose powers have been defined in the Municipal Act as follows :—

(*a*) perform all the duties and exercise all the powers specially, imposed or conferred upon him by this act;

(*b*) prescribe the duties of, and exercise supervision and control over, the acts and proceedings of all municipal officers and servants other than the municipal secretary and the municipal officers and servants immediately subordinate to him, and, subject to the regulations at the time being in force under section 81, dispose of all questions relating to the service of the said officers and servants and their pay, privileges and allowances.

Owing to a flaw in the Primary Education Act, it was not possible for Government to lay down definitely the powers and duties of the Administrative Officer in the Rules. The Local Authorities have in most cases shown themselves loth to delegate powers to the Administrative Officer and there has been far too much direct interference on the part of the Boards in the details of administration. It is to be feared that many members are more interested in petty and personal matters than in general questions of policy, and this is an evil that time and experience alone can remedy.

CHAPTER VIII.

TRAINING OF TEACHERS.

I.—Training of Secondary School Teachers.

Secondary Training College, Bombay.

100. The Government Secondary Training College, Bombay, is the only institution of its kind in the Presidency for the training of teachers for Secondary schools. An account of this College has been given in para. 69 of this Report.

II.—Training of Primary School Teachers.

Training Institutions for Primary School Teachers.

101. The total number of institutions for men and women decreased from 40 in 1921-22 to 30 in 1926-27 and the number of students attending them decreased from 2,971 to 1,608. Of these, fifteen, with 999 pupils, are for men, and fifteen, with 609 pupils, are for women. By management, 17 are Government, 1 Municipal, and 12 Aided.

Details of these institutions are given in the following comparative table :—

	Government		Board		Aided		Unaided		Total	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1921-22										
Men ..	21	2,013	..	..	2	70	..	..	23	2,083
Women ..	4	404	1	18	12	466	..	..	17	888
Total ..	25	2,417	1	18	14	536	..	..	40	2,971
1926-27										
Men ..	12	933	1	4	2	62	..	..	15	999
Women ..	5	252	..	..	10	357	..	..	15	609
Total ..	17	1,185	1	4	12	419	..	..	30	1,608

The following table gives the classification of students by race or creed :—

	Europeans and Anglo-Indians.	Indian Christians.	Hindus			Muhammadans.	Parsis.	Others.	Total.
			Advanced.	Intermediate.	Backward.				
Men	..	81	277	405	72	164	..	..	999
Women	..	223	253	87	13	19	6	8	609
Total ..	..	304	530	492	85	183	6	8	1,608

Note by Mr. M. Hesketh, I.E.S., Deputy Director of Public Instruction.

The general policy of Government in regard to the training of Primary teachers is to maintain its own institutions. If an institution under private management is efficient and meets a want, Government award a grant of one-half of the expenditure on staff, subject to a limit of grant per student in average attendance. There are only two aided institutions for men, both under missionary management and training teachers for missionary schools. There are, however, ten aided training institutions for women.

The examinations for the award of Training College certificates are conducted by Government.

The full course was formerly one of three years, a First year certificate being granted to those students who studied for one year only, and a Second year certificate to those who completed two years and passed the examination at the end of each year's course.

For reasons of economy it was found necessary during the quinquennium to reduce the number of training institutions for Primary teachers and limit the output to what is essential for the schools. It may be pointed out that the scales of pay for trained teachers are considerably higher than for untrained men and women, and to have more trained teachers than is absolutely necessary means additional expenditure without a corresponding increase in the number of schools and of pupils. Every teacher therefore desires to be trained, even at his own expense, as the additional pay he will receive in the first two years will cover what he has spent at the Training College. The number of training institutions for men has been reduced from 23, with 2,083 students, in 1921-22 to 15, with 999 students, in 1926-27. There was a Training College in each linguistic area (there are two Colleges for Marathi districts) in which the full three years' course was taught. Recruitment for these Colleges was mainly in the hands of the Educational Inspectors, and in some cases they had allowed the numbers to increase beyond reasonable limits, *e.g.*

in one College there were over 500 students. About 1919 a scheme came into operation by which practically every district, excluding those in which the Training Colleges were situated, was to have a training school for 50 students teaching the First year course only. These schools were successful, and owing to the small numbers were probably more efficient than the large Colleges. Unfortunately sufficient care had not been taken to make sure that there was a demand for so many trained teachers or to see that the provision made in each area was proportionate to the need of trained teachers in that area. The result was that in some districts the proportion of trained teachers was very high—in one district it was 92 per cent., and new posts had to be created to absorb the output. In others it was as low as 30 per cent. It was necessary therefore so to modify the scheme that within a reasonable time each district should have approximately the same proportion of trained teachers. The need for economy was also becoming more and more evident. After very careful consideration it was decided that it was no longer necessary to train any teachers for more than two years. The number of third year teachers was already extremely high, and more than sufficient to meet the demand for more highly trained teachers. Moreover, the number of students in the Training Colleges was reduced, thus allowing more individual attention to be given, and every effort was made to improve the methods of training, and it was felt that it should be possible within a period of two years to train a teacher adequately for any post, he would be called upon to hold. It was further decided that it should be possible to secure reasonable efficiency if on the average 50 per cent. of the teachers were trained, about 15 per cent. holding the Second or Third year certificate. It was also intended that young men who had passed the Vernacular Final examination and wished to become teachers should be appointed to schools with competent Headmasters, who would teach them the rudiments of their profession. Unfortunately little has been done in this respect. The conclusions arrived at were, admittedly a compromise. The choice was between a comparatively small number of schools and pupils with more efficient instruction, and a large number of schools and pupils with less efficient instruction, In short, it was the old problem of quantity versus quality. In view of the undoubted backwardness and illiteracy of the cultivating and artisan classes, and of the growing desire on their part for education, the weight of the argument was in favour of more schools and pupils. A scheme was worked out so that each area should have approximately 50 per cent. of trained teachers at the end of 5 years, due allowance being made for the anticipated expansion of Primary education and for wastage among teachers. This programme has been followed for the last 3 or 4 years, and on the average the proportion of trained teachers is in excess of what was aimed at, mainly owing to the rate of expansion having been considerably slower than was expected.

The numbers in the Training Colleges at Ahmedabad, Hyderabad, and Dharwar have been very largely reduced. The first two teach both the first and second year courses, but the percentage of trained teachers, especially of those with the Second and Third year certificates, is so high

in the Southern Division that one first year class only is now maintained, and that from sentiment rather than necessity. All the training schools except five for Marathi districts have been closed.

Two training schools are maintained for teachers in Urdu schools, one at Poona teaching the first and second year courses, and one at Ahmedabad teaching the first year only.

In regard to the training of women teachers, the need for retrenchment was less marked. Here again it was found that a considerable number of women were unable to find employment after training, because they were not prepared to serve in rural areas, and there is a limit to the number of teachers who can be absorbed in the larger towns. There are four Government Training Colleges, one for each linguistic area, all teaching the full IInd year course, and a training class for Urdu teachers was opened at Poona during the quinquennium. The number of students in Government training institutions has fallen from 404 in 1921-22 to 252 in 1926-27. There are in addition ten aided institutions, with 357 students, conducted by Missionary bodies or by the Seva Sadan, as compared with 12 institutions and 466 pupils in 1921-22. These teachers usually find employment in Mission schools or the Bombay Municipal schools. A class maintained by the Karachi Municipality was closed two years ago. There is also a Training College attached to the Indian Women's University, Poona, and the question of recognising the certificates granted by this body is under consideration. My general impression is that the facilities for the training of women teachers, especially in the Marathi area are considerably in excess of what is required. The Missionary institutions are extremely well-staffed as a rule, and each could train twice or three times as many students as they have at present.

Expenditure.

102. The sub-joined table compares the expenditure on Training institutions in 1921-22 and 1926-27 :—

	1921-22				
	Provincial Funds	Board Funds	Fees	Other sources	Total
	Rs.	Rs.	Rs.	Rs.	Rs.
Men	5,71,179	75,620	....	21,445	6,68,244
Women	1,69,601	25,904	1,881	47,825	2,45,211
Total ..	7,40,780	1,01,524	1,881	69,270	9,13,455

	1926-27				
	Provincial Funds	Board Funds	Fees	Other sources	Total
	Rs.	Rs.	Rs.	Rs.	Rs.
Men	2,46,229	12,243	....	12,464	2,70,936
Women	1,51,810	9,608	3,649	38,761	2,03,828
Total ..	3,98,039	21,851	3,649	51,225	4,74,764

The cost of educating a pupil in a Government institution for men was Rs. 290, of which Rs. 271 was paid by Government, and that in institutions for women was Rs. 531, Rs. 521 being contributed by Government.

The cost of educating a pupil in an aided institution for men was Rs. 196, of which Government contributed Rs. 83, and that in an aided institution for women was Rs. 228, of which the Government contribution was Rs. 87.

Selection of teachers for training.

103. The Vernacular Final Examination qualifies candidates for admission to the Training institutions both in the case of men and women.

Before the transfer of control of Primary education to the Local Authorities the selection of candidates was made by the Educational Inspectors on the recommendations of the Deputy Inspectors. But, owing to the transfer of control to Local Authorities, the selection now rests with the School Boards, and admissions are based on their recommendations. The Educational Inspectors, however, take care to ensure that admissions are made in accordance with the proportion prescribed by Government. These proportions are :—

—	Bombay, Central and Southern Divisions	Northern Division
Presidency proper.		
(1) Advanced classes	25 per cent.	90 per cent.
(2) Intermediate castes including Muhammadans and Indian Christians, etc.	60 per cent.	
(3) Backward castes proper (formerly called Depressed classes).	15 per cent.	10 per cent.
Total	100 per cent.	100 per cent.
Sind.		
Hindus	25 per cent.	
Muhammadans ..	75 per cent.	
Total ..	100 per cent.	

These proportions have been fixed with a view to recruiting a larger number of persons from among the Agricultural and Artisan classes, in order to secure teachers better suited to the needs of rural areas.

In this connection the Lady Superintendent, Training College for Women, Poona, writes—"It was not the girls who had obtained the "highest marks in the Vernacular Final Examination that were sent, "but those who either belonged to the Backward class or came from "a Backward district."

Output of teachers.

104. The sub-joined table shows the number of successful students who passed out of the Training institutions for Men and Women in the year 1926-27 :—

	IIIrd year		IInd year	
	Men	Women	Men	Women
Bombay Division	..	..	56	14
Central Division	..	..	67	15
Northern Division	..	..	46	19
Southern Division	..	..	..	14
Sind	..	..	17	..
Total ..	..	..	186	62

	1st year		Total	
	Men	Women	Men	Women
Bombay Division	200	37	256	51
Central Division	280	10	347	25
Northern Division	76	8	122	27
Southern Division	28	1	28	15
Sind	30	7	47	7
Total ..	614	63	800	125

Stipends.

105. In the case of Training institutions for men in the Presidency proper the value of stipends paid to candidates under training has been reduced from Rs. 15 to Rs. 12½ per mensem.

In Sind and in the case of all Training institutions for women the value of stipends continues to be Rs. 15. Stipends are paid by Government to the students deputed by the District Boards to the extent of the actual requirements as fixed by Government. A District Local Board which wishes to depute candidates in excess of the number fixed for it has to bear the cost of the additional stipends. Local Authority

Municipalities have, however, to provide their own stipends for teachers deputed by them.

A stipendiary student is required to serve for a period at least equal to the period for which he has received a stipend. Failure to comply with this condition entails a refund of the stipend proportionate to the period of default.

Hostels.

106. Every Government Training institution has a hostel attached to it. Students are required to reside in the hostel, special permission being necessary to reside outside.

The students in the hostels are associated in the management of messing arrangements under proper supervision.

At the Poona Training College separate messing arrangements are made for non-Brahmins who take non-vegetarian food.

Tribunals of students to try petty offences committed by students have been set up on an elective basis in the P. R. Training College and the Urdu Training School, Ahmedabad. These tribunals are reported to work satisfactorily and to relieve the House Master of much of the burden of hostel work.

Co-ordination of work.

107. Opportunity is given to the teachers on the staff of Government Training institutions during the vacations to see the actual work done in village schools. Inspecting officers visit the Training institutions to watch the methods of teaching employed.

Inspection.

108. The Divisional Training Colleges and the District Training Schools are under the control of the Divisional Inspectors. The Training institutions for men are inspected by the Educational Inspectors, and those for women by the Inspectresses of Girls' Schools.

The schools and colleges of each linguistic area have a common annual examination, which is conducted by a Committee appointed by the Educational Inspector, who takes part in the practical examination, to which great importance is attached.

Courses.

109. The College year for Training institutions for Men and Women formerly began in December and ended in November, with a six weeks' vacation in summer and winter. The year for Training Colleges for Men has now been brought into consonance with that for Secondary schools, which commences in June; but the Training Colleges for Women still retain the old arrangement.

The course of the Training institutions for Men was revised in 1924. The third year class was abolished, partly because there was already an excess of third year teachers in many districts, and partly because it was thought possible in two years to train men who will be competent to teach any class in a Primary school. The course of three years was thus compressed into one of two years. The new course covers practically the same ground as the old one, the redistribution having been greatly facilitated by the omission of the classical languages and of algebra

which had been carried out in the previous quinquennium. All the subjects taught are compulsory. For the first year course they include Method and School Management, Vernacular, Arithmetic (with Native Accounts), History of India and Indian Administration, Geography, Science, Drawing, Nature Study, School Gardening, Physical Training, and Hand-work. In the second year all the old subjects are taken, while Geometry, English History, and Psychology are taught in addition. Handwork includes clay-modelling, paper cutting and paper folding, card-board modelling, beadwork, basket making, spinning, weaving, etc.

The course of training for women teachers continues to be one of three years. The award of the third year certificate has, however, been discontinued. Two years are now required for the First year certificate, and the Second year certificate is granted at the end of a further year's training. There were objections to women being allowed to obtain the Third year certificate when the highest class for men was the Second year, so long as the same pay was given to both men and women. Apart from this, experience has shown that the women require longer training than the men. In the first place, the Vernacular Final examination for girls, the qualification for admission to the First year of the Training institutions, is held at the end of the Sixth Vernacular standard, while that for boys is at the end of the VIIth standard. In the next place, it is found that, with very few exceptions, the girls who get admission are quite unfit for the course, chiefly owing to the bad teaching in the schools, and require preparatory training such as was previously given in a special class held at the Training Colleges known as the Preparatory Class.

All the subjects taught for the First and Second year's certificates are compulsory. They include Theory and Practice of Education, Vernacular, Arithmetic (including Household Accounts), History, Geography, Hygiene, Needlework, Nature Study, Physical Training, Drawing, Handwork, and Singing. Handwork includes paper cutting, card-board modelling, clay modelling, beadwork, raffia work, basket work, cane work, etc. For the Second year certificate more advanced teaching is given in the same subjects.

In all Training institutions great importance is attached to the practical work, and passing in the Practical examination—a lesson given to a Primary school class—is compulsory. Every attempt is made to adapt the training to the conditions under which the students will afterwards have to work in the schools. Thus, at least ten lessons have to be given by each student to combined classes. It is understood that in Assam every Training school has three Practising schools in its compound, representing a typical one-teacher school (four classes), a two-teacher school, and a three-teacher school. We envy Assam, especially as the majority of our Primary schools are of the one-teacher type.

Special features.

110. *Handwork.*—Handwork is an important feature in all Training institutions. Great stress is laid on the use of indigenous materials and the subject is taught with a view to enabling teachers under training to improvise

teaching materials for class lessons. Exhibitions of work were held both in the Northern Division and in the Central Division. An account of the latter is given in Chapter XII.

Nature study.—Nature study receives special attention. Miss Payne, Inspectress of Girls' Schools, C. D. and B. D., remarks—

"The Nature-study club, Poona (presided over by Dr. Burns, Principal "of the College of Agriculture), is helping largely to promote a real under-"standing of and love for nature study. The latest development is a "tiny magazine 'Out-of-Doors' edited by Dr. Burns. The membership "was at first limited to the English-speaking staff of Girls' schools only—"it has now been thrown open to Boys' schools also."

Mr. K. S. Vakil, Educational Inspector, N. D., writes—

"Students are made to dig, sow, rear, and observe the growth of "plants personally.

"Everywhere special attention is paid to insect study—specially "mosquitoes and silkworms. Tadpoles are also reared.

"Barometric and thermal changes of the atmosphere, time of rising "and setting of the sun, directions of the wind and shadow, rain, position "of important constellations, etc. are observed by the students and the "notes taken thereon."

Drawing.—A new course in Drawing was introduced in the Training institutions for Men and Women. Great importance is attached to the subject. The main features of the new course are (*i*) training of students in the use of the black-board with a view to rapid sketching to illustrate lessons in History, Geography, and other class subjects, (*ii*) the importance paid to Drawing from actual objects and from Nature, (*iii*) the correlation of Drawing with other subjects, (*iv*) the use of indigenous and cheap materials, *e.g.* handmade "*babul*" brushes. The object in view is to make the teachers under training realise the educative and practical value of the subject.

Physical training.—Physical training, including games, is compulsory in all Training institutions. Special encouragement is given to Indian games such as Atyapatya and Khokho.

The Lady Superintendent, Training College for Women, Poona, writes—

"The courses of physical training arranged at Ahmedabad and Poona in 1924 by Miss Andrews have revolutionised the method "of teaching drill in High Schools and the Training Colleges. Drill "has become more natural and enjoyable and is no longer the series of "stiff awkward movements that it used to be. Once the students "themselves learn to appreciate Drill and Games, they will be able "to use their own folk games and co-ordinate them into suitably "graceful exercises."

Teaching of Reading.—Experiments have been made in the method of teaching Reading in the Training Colleges for Men at Poona and Dhulia,

and at the Training College for Women, Poona. The consensus of opinion is that the pure Beacon Method is neither necessary nor suitable for Marathi, which is mostly a phonetic language. The Principal, Training College for Men, Poona, writes—

"The Practising school infants have no longer to plod through all "the letters of their old alphabetical order, but consonants combined "with vowels are introduced as early as possible and thus the children "get to read short interesting topics concerning familiar things or "events far earlier than was done before."

Miss Payne remarks: "The story method of teaching reading is "gaining ground everywhere. Many of the Mission schools use the "Beacon Method or the Moga adaptation of this method, but the three "Marathi Training Colleges for Women in Poona are using a further "adaptation of both these methods, worked out by the Government "Training College for Women, Poona. After careful study of the "Beacon and Moga methods, this College has come to the conclusion "that, Marathi being a purely phonetic language, more progress can "be made by teaching first the most commonly used consonants, "passing on immediately to words and very simple stories using these "letters. The 'Barakhadis', or combination of vowels and consonants, are never taught as such, but by being used in stories, each story "aiming at using the combination of some special vowel such as आ "with the different consonants, the story being called by the teacher "(not the children), the 'आ' ची खूण story, *i.e.*, the story teaching "the sign आ. The children learn the meaning of the sign by the "constant repetition of its use in the story, their interest being all the "time centred on the story itself, which is a real story, with an interest "appealing to the children and not a series of the more or less disconnected sentences most primers consist of. By this method, in "six months a child can read three or four simple stories fluently and "can with some hesitation but with understanding read any very "easy story, such as those published in the Kanya Shikshaka for "supplementary reading. The new primer brought out by Mr. Karkhanis of the Government Training College for Women is on this "principle and its use will do much to relieve the monotony of the "1st year of the little Marathi child's school life."

The story method of teaching Reading has also been introduced in the Union Training School, Ahmednagar. Remarkable results in this method are reported to have been secured at the Mission school at Karanji in the Ahmednagar District. It is said that the adoption of this method has enabled children who could not previously read a single line or recognise a single letter to read a simple story fluently and with great interest in about six weeks' time. While writing of the experiments in the Beacon Method made in Training Colleges in the Northern Division the Educational Inspector, N. D., remarks—

"I have noticed that quicker and far greater progress is made by "the young learners in the Infant Class under this method than under

"the old alphabet method or under the method indicated in the "Departmental Infant Primer."

The Mission Training school at Godhra held a Teachers' Institute at Godhra in 1924 for about a week. Teachers from village schools attended it. The main underlying idea of the Institute, apart from attention given to new methods of teaching, was to correlate the village teacher and village school to the social, economic, and sanitary uplift of the village people.

All the Training Colleges report on the attention paid to such side activities as Co-operative Societies, students' debating clubs, magazines, girl guides, scouting, etc. Magic lantern lectures were freely delivered both by the members of the staff and by the Deputy Educational Inspector for Visual Instruction. Students are taken on excursion tours to various places of interest and historical importance. There is, undoubtedly, far more life in the Training institutions, and the training is far more practical, than when I first knew them twenty-five years ago.

Need for a separate Training institution for rural teachers.

111. The need for a separate institution situated in a rural area with an entirely rural atmosphere for the training of rural teachers is fully recognised, but Government have so far not been able to find the funds for the buildings and equipment, as well as for the staff, of an additional Training institution. The need is now all the greater in view of the fact that youths who have been through the agricultural-bias course and have passed the Vernacular Final examination as adapted to the needs of that course are now coming in to the Training institutions.

The Mission authorities at Manmad and Ankleshwar have recently started agricultural-bias classes of their own with a view to developing them into Training institutions for rural teachers.

CHAPTER IX.

ENGINEERING, TECHNICAL, AND INDUSTRIAL EDUCATION.

Introduction.

112. Remarks on Professional and Engineering Colleges affiliated to the University will be found in Chapter V. An account of Training institutions for teachers is given in Chapter VIII.

The list of institutions dealt with in this chapter is a very miscellaneous one, as it ranges from the V. J. Technical Institute, which is practically an institution of University standing, to mere classes for carpentry, sewing, etc., with little or no educational requirements for admission. Remarks on "Art" and "Music" schools will be found under a separate section, "The Fine Arts," at the end of the chapter.

V. J. Technical Institute, Bombay.

113. The V. J. Technical Institute, Bombay, which is the Central Technological Institute of this Presidency, is under the management of a Board consisting of 18 members, of whom eight, including the Chairman, are appointed by Government, the remainder being nominated by various public bodies and other interests.

The staff and equipment of the Institute are in keeping with its reputation as the Central Technological Institute for the Presidency. Each Department is under the direct control of a Head, assisted by a Deputy and two or three assistants, the Department for the course in Technical and Applied Chemistry being under Mr. A. J. Turner, B.Sc. (London), the Principal of the Institute. The Mechanical Engineering Department is under the charge of Mr. G. W. Burley, B.Sc. (London), the Electrical Engineering and Physics Department is managed by Mr. B. B. Pradhan, M.Sc. (Manchester), and the Textile and Sanitary Engineering Departments by Messrs. V. A. Fernandez and G. E. Canham, respectively.

All the Departments are equipped with modern tools and appliances. The Mechanical Engineering Department has a foundry which occupies a floor area of 50 feet by 30 feet, the cupola being capable of melting some 30 cwts. of iron at a time.

The equipment of the Textile Manufacturing Department comprises a full and complete installation of preparation and spinning machinery, with all necessary testing apparatus. There are also a number of machines of various types on which students are instructed in erecting, levelling, adjusting, and carrying out experimental work. In addition to a complete spinning plant, there are hand-looms and some twenty power-looms of the most recent types. There are also winding, warping, beaming, and sizing machines, and a textile testing laboratory.

The Department for the course in Technical and Applied Chemistry is equipped with the general apparatus required for inorganic and organic analysis and for testing foods, drugs, oils, etc.

Admissions are made on the results of an entrance examination, which is compulsory for all candidates except those who have taken the final degree of a recognised University. In spite of the fact that the standard for admission has been considerably raised in recent years the numbers continue to rise. The following table gives the numbers who took the different courses :—

—	1922-23	1923-24	1924-25	1925-26	1926-27
Mechanical Engineering	85	94	120	128	134
Textile Manufacture	84	91	114	118	124
Electrical Engineering	106	110	138	145	159
Technical Chemistry	32	33	37	33	31
Sanitary Engineering and Plumbing ..	42	35	47	52	55
Total ..	349	363	456	476	503

The Secretary remarks—

" In the old days those who had passed their fourth standard examina-
" tion were admitted without any further test whatsoever. Some
" years later, *i.e.* about 1907 it was decided to admit only those who
" had a reasonably good general education and an entrance examination
" was held. This examination was gradually raised in standard as the
" number of applicants for admission increased. At the present time
" a large number of candidates have taken the Matriculation Examina-
" tion or its equivalent and in many cases even higher University
" examinations."

Of the 151 new students admitted in 1926, one hundred and fifteen belonged to this Presidency. The course is one of four years. The final examinations are conducted by examiners unconnected with the Institute. The subjects for the final examinations generally cover the same ground as similar institutions in England and elsewhere, and the examinations are conducted with the special object of testing the practical as well as the theoretical knowledge of the candidate. During the quinquennium 365 students took the final diploma of the Institute.

In addition to the ordinary courses, instruction is given in Drawing, Mechanics, Steam, and Electrical Engineering. Special classes in these subjects were opened in 1923 in consultation with the Railway Companies and the Millowners' Association. These classes are mainly intended for Railway apprentices and for those attending various industrial concerns in Bombay. A textile apprentices' class was opened in the same year : it is reported to be popular, and the completion of the two years' course is recognised as an additional qualification by employers.

Classes are also held in Electrical wiring for persons desiring to obtain the certificate of competency which is now compulsory for wiremen, foremen, and contractors. These classes are also reported to be largely

attended. The Principal makes the following remarks on the progress of the various classes :—

"The engineering apprentice classes at the V. J. Technical Institute "are held on Saturday mornings and are attended by all the railway "apprentices who have the necessary literary training, and "they also attract apprentices from other engineering concerns. "Attendance at these classes is counted as attendance at the Works. "There are altogether about 200 apprentices attending these classes at "present.

"The textile apprentice classes are also popular, but attendance of "the mill apprentices is not made compulsory although they attend "with the sanction of their employers.

"Nothing appreciable has yet been done for the systematic training "of foremen, jobbers, etc. It is true that there is a class for jobbers "at the Social Service League's School at Parel, Bombay, but it does "not attract a great many men. This is scarcely to be wondered at "when it is remembered that these classes are held at night, and the "men, after a hard day in the mill, are disinclined to attend night "schools.

"If it could be arranged for these men to attend during the day time "and have their attendance counted as attendance at the mills, there "is no doubt a great many would attend for theoretical work. Such a "scheme has been suggested in the report of the Indian Tariff Board "(Cotton Textile Enquiry).

"The apprentice classes might possibly be developed at the R. C. "Technical Institute at Ahmedabad, where well equipped mechanical "and textile departments exist and there is no doubt the apprentices "in the mills would benefit considerably.

"Classes for engineering apprentices might also be started at Karachi "where there is a good workshop and there is urgent need for classes "for the North-Western Railway apprentices at Sukkur. There are "no facilities existing at present, but there is an industrial school which "might be developed.

"Of course, these classes cannot be utilised by those who are not "engaged in the industry, as the time available does not permit of "practical training and that must be left to the shops or mill."

A large number of students appeared as usual for the City and Guilds of London Institute examinations. The following table gives the results :—

	Percentage of passes of candidates that appeared from		
	Great Britain and Ireland	All India	V. J. Technical Institute
1922	63·2	57·5	66·6
1923	68·1	56·4	66·7
1924	65·3	58·1	69·7
1925	66·1	49·6	64·1
1926	59·5	41·5	68·6

The chief event in the history of the Institute during the quinquennium was its removal to its new buildings at Matunga. These buildings form a magnificent structure of reinforced concrete, which cost over Rs. 17 lakhs, of which Government contributed Rs. 6,80,000. The Principal remarks—

"Since the removal of the Institute to Matunga it has been possible "to admit a larger number of students, and students who success- "fully complete the course, experience little difficulty in securing "employment.

"The students of the Textile Department, owing to the depression "in the Mill Industry which has existed for the last few years, however, "find a certain amount of difficulty in obtaining posts in Bombay "itself. This difficulty is increased owing to the fact that some of the "mills admit apprentices. These apprentices get their practical "training in the mills and attend at this Institute on Saturday mornings "for theoretical training. It is difficult to give any very definite "information about the salaries commanded. Some students on leaving "the Institute start on Rs. 150-200, whereas others start more or less "as apprentices on Rs. 50-60. But generally speaking the increase in "pay of these latter men is fairly rapid."

College of Engineering Workshops.

114. The workshop classes attached to the College of Engineering, Poona, are for students under training as foremen, overseers, etc. The classes are divided into three main branches—Civil, Mechanical, and Electrical. The courses, the duration of which is three years, have recently been revised and made more practical. The standard for admission is the School-leaving examination or its equivalent. The workshops have recently been extended and remodelled, with a large access of up-to-date machinery and equipment. The extensions provide for a large hall for the machine shop, carpentry, and filling sections, and for an enlarged blacksmith's shop and foundry. The engine and boiler-rooms and the class-rooms have also been extended.

Several excursions of educational and engineering interest were undertaken.

Other Technical Institutions.

115. After the V. J. Technical Institute, the only two institutions to which the term "Technical" can be applied with any appropriateness are the R. C. Technical Institute, Ahmedabad, and the F. S. Parekh Technical Institute, Surat. The former is a Government institution and the latter is maintained by the Surat Municipality. The raising of the standard of admission in recent years has helped much in attracting a better class of students and thus in raising the general efficiency of these institutions. In the Ahmedabad institution the minimum qualification is now the fifth Anglo-Vernacular standard, but most of the boys admitted have advanced considerably beyond this stage. The attendance has also

considerably increased during the quinquennium. The following table gives the figures :—

	1921-22	1926-27
R. C. Technical Institute, Ahmedabad ..	78	115
F. S. Parekh Technical Institute, Surat ..	32	132

The R. C. Technical Institute, Ahmedabad, provides for theoretical and practical instruction in cotton spinning and weaving. The courses extend over a period of three years and consist, besides practical work, of lectures on theory. Hand-dyeing and bleaching also form part of these courses.

A Mechanical Engineering course of three years is also taught, on completion of which a boy has a fair knowledge of various types of steam, oil, and gas engines and boilers, as also a practical knowledge of fitting and turning. Lectures on the use of hand and machine tools were introduced in 1925, and the subject now forms part of the Mechanical Engineering course.

The Parekh Technical Institute imparts training in (1) Mechanical Engineering, (2) furniture-making, and (3) workshop apprenticeship. Admission to the Mechanical Engineering course is restricted to boys who have completed Anglo-Vernacular Standard V, while the two latter branches, which were added in 1923, are intended for pupils who have lower educational qualifications; they are mostly attended by pupils of the Backward classes from the surrounding villages.

The expenditure of the school amounted to Rs. 25,641, of which Rs. 7,000 was contributed by Government.

Public Works Department Classes.

116. Special classes are maintained by the Public Works Department at Dapori, near Poona, for the training of apprentices with a view to preparing them to serve as foremen, fitters, etc., in mills or workshops. Boys who have passed Vernacular Standard III are admitted to class I, while those who have passed Anglo-Vernacular Standard V are admitted to class II. The course covers a period of five years and consists of instruction in pattern-making, moulding, machining, fitting, and smithing, each boy being taught one craft only. There were 34 boys in the classes in 1926-27.

Special classes are also held for graduates (Mechanical) of the College of Engineering. These students are put through a course of practical work for a period of two years. They are occasionally sent out to inspect, erect, or dismantle oil engines, pumps, steam rollers, etc. Five students were under training in these classes in 1926-27.

The Works Manager remarks—

"The demand for good tradesmen is large. The scheme has only been "in vogue for nearly six years and 12 boys in classes I and II have "completed their apprenticeship and 4 or 5 will finish their period "shortly. Many of the boys have left after serving for 2 or 3 years.

"On completing their apprenticeship they can earn at least "Rs. 1-8-0 per day, and very soon after command a salary

"of Rs. 2 to Rs. 3 per day. Nine boys are employed in these workshops "and are now drawing a salary from Rs. 1-8-0 to Rs. 2-8-0 per day."

Committee of Direction for Technical Education.

117. A Committee styled the "Committee of Direction for Technical Education" was formed in 1913 consisting of seven members, with the Chairman of the V. J. Technical Institute as Chairman. The functions of the Committee are (*i*) to regulate the courses and standards of instruction in the schools and classes under its control, (*ii*) to arrange for the inspection and examination of such schools, (*iii*) to recommend to the Director of Public Instruction grants-in-aid, (*iv*) to arrange for translation into the vernaculars of text-books on technical subjects, and (*v*) to determine the conditions under which new schools and classes should be established by the aid of Government.

The Committee has now 28 schools under its control, attended by 2,134 pupils, eight new schools having been recognised during the quinquennium. Most of these schools provide for instruction in carpentry as applied to house-building, furniture-making, carriage-building, etc. or in weaving on hand-looms. There are organised classes for smithing at Ahmedabad, Surat, and Poona, while machine tool work is taught at Nadiad, Ahmednagar, and Dhulia. The Committee maintains a full-time teaching Inspector, whose duty it is to visit as many schools as possible during the year, to inspect the work, and, where necessary, to instruct teachers in the method of teaching these subjects.

The annual examination of the schools is conducted by examiners appointed by the Committee. At the last annual examination 856 pupils passed out of 911 examined, 202 having completed the full course. The boys who attend such institutions are as a rule poor and consequently take the first opportunity of earning money and leave the school before they are fully qualified.

The Secretary, Mr. A. J. Turner, Principal of the V. J. Technical Institute, makes the following remarks on the courses prescribed by the Committee and the work done in the various schools under its control :—

"The Committee of Direction for Technical Education examines "the schools annually and awards certificates to those who complete "the three years' course. In many of the schools very few boys "complete the three years' course, and after 1½ to 2 years of training "they get employment. The certificates obtained are of a distinct "value to the boys and carry a considerable amount of weight in "various districts.

"As far as the carpentry courses are concerned they consist mostly "in the making of joints and small pieces of furniture and as such they "give a valuable training but the value would be increased if the work "could be done on a larger scale. In some places furniture and house-"fittings of full size are manufactured. The difficulty in carrying out "this form of training is the expense, and unless there is a sale for the "manufactured goods, the expense is far beyond the means of the "ordinary school.

"The facilities available are utilised to some extent, but the class "from which the boys are drawn are in very poor financial circum- "stances and find it difficult to maintain their boys at these schools "when they are old enough to earn a few annas a day.

"Even though boys join the school they often leave after a year or "so, as with the little training they have received in the first year, "they earn considerably more than boys of the same age who have not "had this training.

"In some districts there appears to be scope for carpenters who "have been trained in the making of ordinary agricultural appliances "and furniture such as batten doors, window frames, boxes, etc., and "classes for training men of this description have been started.

"The weaving classes give training in a craft which can be used as a "part-time occupation when cultivators are necessarily idle, and in "some cases cultivators have bought hand-looms and are making good "use of them.

"In some centres, the weaving classes are attracting clerks, teachers, "and others in similar occupations who practice the craft in their "spare time."

Grants.

118. Grants amounting to Rs. 38,644 were paid by the Committee to 25 schools, as against Rs. 26,935 paid to 17 schools in 1921-22. These grants are assessed at one-half of the admitted expenditure on the salaries of the Industrial staff. The following typical schools were awarded the grants noted against them :—

	Rs.
1. V. J. Technical Institute, Sukkur. (Carpentry, Fitting, Smithing, Machine-drawing) ..	1,857
2. Industrial and Engineering School, Nadiad. (Carpentry, Fitting, Smithing, Machine work).	3,080
3. A.M. School for the Blind, Bombay. (Cane-work and fancy bead-work)	930
4. Textile Technical School, Bombay. (Spinning and Weaving)	1,187
5. District Local Board Industrial School, Satara. (Agricultural carpentry and Smithing) ..	2,246
6. Edward VII Technical School, Dhulia. (Carpentry, Weaving, Building construction, and Mechanics)	4,068
7. F. S. Parekh Technical Institute, Surat. (Mechanical Engineering and Carpentry)	4,000

The following note on the state and progress of Technical schools in the Presidency is contributed by the Secretary :—

"The demand for men who have received a regular training in a "technical school of the kind intended to produce men who will even- "tually be qualified to be managers has increased considerably in "recent years.

"There has been a great rush during the past few years for electrical "training, but the openings are not very numerous and, if any more "are trained than at present, it is very questionable whether they "would find employments suitable to them.

"Then again the type of training is very important; it is useless "to turn out men who, although highly trained in theory, are of no "use to employers, and it is better to impart a sound, if somewhat "elementary, theoretical training and a sound practical knowledge.

"If the practical training is to be efficient it is very necessary that "the equipment in the laboratories and workshops should be good "and that the staff should be adequate and properly qualified.

"Judging by the number of applications for admission to the V. J. "Technical Institute, it does not seem necessary to increase the number "of technical institutes, as the number of those who pass the quali- "fying examination can be accommodated at the V. J. Technical "Institute or at Ahmedabad, except in the case of the electrical depart- "ment, and the reason for not enlarging this has also been given."

Expenditure.

119. The expenditure of the Committee increased from Rs. 14,696 in 1922-23 to Rs. 19,362 in 1926-27. Of the latter amount, Rs. 5,704 was spent on establishment, Rs. 5,042 on inspection, and Rs. 8,616 on examinations.

Weaving schools and demonstrations maintained by the Department of Industries.

120. The following note contributed by Mr. G. A. Thomas, I.C.S., who as Collector of Bombay was in charge also of the duties of the Director of Industries, gives an interesting account of the progress made in hand-loom weaving under the stimulus and supervision of the Department of Industries :—

"The oldest section of the Department of Industries is organised "for the development of the hand-loom weaving industry and its under- "lying object is to introduce improved appliances and methods amongst "the weaving population so as to raise the standard and increase the "output. The most important mechanical improvement in hand- "loom weaving industry effected has been the introduction of a large "number of flyshuttle sleys amongst the weaving people in this Presi- "dency which increase the output of a weaver by something like 40 "per cent. The weavers have now learnt by experience the advan- "tages of mechanical dobbies and imported healds, reeds, shuttles, "and pirns over the country-made articles.

"2. The use of these improved appliances and improved weaving "methods are taught in two ways, *viz.* (1) by means of weaving "schools, and (2) by weaving demonstrations. The weaving schools "are equipped with flyshuttle looms and khadi looms for beginners "and sari looms for advanced pupils, dobbies suited to the local weav- "ing pattern being supplied.

"There is a regular curriculum for the course of studies and instruc- "tion is given in (*a*) various simple processes pertaining to hand-loom "weaving, (*b*) different forms of cotton and silk yarn hanks, cheeses

" and ball warps, (*c*) weaving of cotton cloths by treadles and hand-
" loom dobbies with the flyshuttle sley, and (*d*) designing for plain
" cloths, simple methods of figuring, twill weaves, honey-comb weaves,
" figured saris, bordered dhoties and some more intricate designs.
" Simple arithmetic is taught to young boys joining the schools and
" instruction is given free, scholarships also being awarded for the
" first three months at the rate of Rs. 3 per month to the most regular
" tender and to the pupil producing the best cloth. Thus the boys
" are able to earn something in the weaving school as the proceeds
" of their output are paid to them after deducting the cost of the
" yarn and at the same time they are encouraged to place a portion
" of their earning in the Post Office Savings Bank so that on leaving
" the weaving school they can set up for themselves a flyshuttle loom
" and a dobby. During the last quinquennium ending 31st March,
" 1927, nearly all the schools opened for this purpose proved successful
" and the improved appliances and weaving methods are now readily
" adopted by weavers of the localities served.

" 3. The number of weaving schools maintained at a time during
" the quinquennium was generally between 8-9.

" During the quinquennium ending 31st March, 1927, nearly 9
" weaving schools and 9 demonstrations were opened in different
" districts to introduce the improved implements and weaving methods,
" and as soon as it was found that the main object was achieved in a
" locality or district the schools and demonstrations were transferred
" from that locality or district to some other conspicuous weaving
" centre. In this way nearly 2,780 flyshuttle looms were introduced
" by means of weaving schools and demonstrations up to the end
" of July, 1926.

" 4. *Weaving School for Agriculturists.*—A weaving school for
" agriculturists was also opened to instruct the agriculturists in hand-
" loom weaving during the long slack season and to introduce handloom
" weaving as a spare-time industry amongst the agriculturists. This
" school was transferred from one village to another when necessary.
" The improved implements and weaving methods were introduced
" amongst agriculturists only with great difficulty, as an agriculturist
" can never be so expert at a part-time industry as the full-time
" skilled artisan.

" 5. *Cottage Sizing Set Demonstration :*—Cottage Sizing Set Demon-
" strations were opened during the quinquennium under report chiefly
" at Poona and Sholapur to show the importance and advantages of
" the sizing machine to a weaver. These demonstrations proved
" successful and inquiries are being received in this office from hand-
" loom factory owners to instruct them in building and erecting such
" machines in their factories. The assistance of the weaving assistant
" in charge of the Sizing Set Demonstration of this Department is
" also sought by many.

" 6. *Dyeing Demonstration.*—The object of this Demonstration is
" to instruct and train local dyers and calico printers in improved

"methods. This is being achieved not by mere table experiment "but by opening a small dyehouse with some necessary handy appara- "tus just sufficient to give a fair idea of working on a commercial "scale. Dyers and also weavers are instructed in the dyeing of cotton, "silk, and wool, both with imported synthetic and indigenous vegetable "dyes, while calico printers are instructed in improved methods and "assisted in adopting new designs. For these purposes the demon- "strator has to visit the workers in their houses and also to attend "at local mills that are interested in the possibilities of block printing.

"During the five years under report, the demonstration of calico "printing at Ahmedabad proved very successful. This demon- "stration also was transferred from one place to another. From "Ahmedabad it was transferred to Malegaon, where, too, the "progress was satisfactory, and thence to Sholapur at the request "of the Sholapur District Weavers' Central Co-operative Union. "The Demonstration at Sholapur, after a satisfactory progress being "achieved, was closed and the demonstrator was sent to Karachi "where, also, he achieved good results. His services were then loaned "to some calico printing factories and girls' schools and societies in "Bombay to give instruction in dyeing and calico printing."

State Technical Scholarships.

121. The State Technical scholarships are now awarded by the Director of Industries. The following note contributed by that Officer gives an account of the scholarships awarded during the quinquennium :—

"During the year 1922-23 two State Technical Scholarships were "awarded, one in tanning and the other in dyeing and bleaching. The "scholars returned to India after completing their training.

"Two scholarships were awarded for research work in technical "chemistry, one for an investigation regarding a lactic acid forming "yeast, at the Indian Institute of Science, Bangalore, and the other for "an investigation into casein glue at the Royal Institute of Science, "Bombay, under Dr. Meldrum.

"Two scholarships were offered for higher training in Electrical "Engineering at the Bangalore Institute, but on account of the poor "qualifications of the candidates no award was made in that year.

"In the year 1923-24 two State Technical Scholarships were awarded "for study abroad, one for training in chemical manufacture (pharma- "ceutical) and the other in textile manufacture. The scholars returned "to India after completing their training.

"Three scholarships in Technical Chemistry at the Indian Institute "of Science, Bangalore, awarded in 1921, were renewed in 1922. "The scholars were investigating rape oil, hongey oil and cashew-nut "oil. Of these three, two scholarships were further renewed for a "period of one year in 1923-24 as the authorities of the Indian "Institute of Science reported that these and other fresh investigations "promised to be of considerable technical importance. Two research

" chemistry scholarships, awarded in 1922, were also continued during " the year, one for investigation regarding a lactic acid forming yeast, " and the other for an investigation into casein glue, at the Royal " Institute of Science, Bombay. A new scholarship was awarded for " higher training in Electrical Engineering at the Indian Institute " of Science, Bangalore.

" During the year 1924-25, one State Technical Scholarship was " awarded for study abroad in sugar chemistry, including sugar " technology. This scholarship is likely to be extended with a " view to enabling the scholar to get practical training in sugar " factories in Java, etc.

" Two scholarships for research work in chemistry were awarded, " one for work on the stabilisation of bleaching powder under " Dr. Meldrum, and the other for additional training in pottery at the " Sir J. J. School of Art; but in the latter case the scholar having " proceeded to England for further study, the scholarship offered to " him was not taken advantage of.

" The third scholarship in chemistry held by the scholar who was " investigating a lactic acid forming yeast, was extended to the third " year for obtaining practical training in dairying.

" A new scholarship was awarded for higher training in Electrical " Engineering at the Indian Institute of Science, Bangalore.

" During the year 1925-26, no State Technical Scholarships were " awarded, owing to financial stringency.

" Three scholarships for research work in chemistry were awarded, " while the scholarship awarded in 1924 was renewed for another year " at the Royal Institute of Science, Bombay. The scholar was working " on the stabilisation of bleaching powder under Dr. Meldrum.

" Two scholarships in Electrical Engineering were recommended, " but as the Senate of the Indian Institute of Science refused admission " to one of them who was a student of the Victoria Jubilee Technical " Institute, on the grounds that his academic qualifications did not " reach the required standards, only one scholarship was actually " awarded tenable at the Indian Institute of Science, Bangalore. A " special scholarship for study abroad was therefore made available " to the rejected scholar by Government.

" The scholarship in Electrical Engineering, sanctioned in 1924, " was further extended for another year.

" During the year 1926-27, no State Technical Scholarships were " awarded on account of financial stringency. The rules regarding the " grant of these scholarships are under revision by Government.

" Three scholarships for research work in chemistry were awarded " during the year, while the scholarships awarded in 1925 were further " renewed for the second year.

" A new scholarship was awarded for higher training in Electrical " Engineering at the Indian Institute of Science, Bangalore. A special

"scholarship was sanctioned by Government in the case of "another student of the Victoria Jubilee Technical Institute, as "Government proposed that something should be done for the training "of men from the Victoria Jubilee Technical Institute, who could not "secure admission to the Institute of Science, Bangalore, on account "of their qualifications not reaching the standard laid down by the "Senate of the Institute."

It would be interesting to have an account of the extent to which these scholars, and those of previous years, are employed in occupations which give full scope for the use of the special knowledge and training which they were assisted to acquire. Experience has shown that this condition is not always fulfilled, and it is believed that more than one of those who have received State scholarships are now employed on work of an entirely different nature.

Commercial Schools and Classes.

122. Besides the Sydenham College of Commerce and Economics, Bombay, an account of which is given in Chapter V, there are 34 Commercial schools and classes, with 1,829 pupils, which impart instruction in Book-keeping, Short-hand, Typewriting, Commercial Correspondence, Commercial Law, etc. A list of these institutions will be found in the Supplement to this Report. Most of these institutions prepare students for the Junior and Senior examinations of the London Chamber of Commerce. These examinations are reported to have maintained their popularity in spite of the general trade depression.

The following are the results of the Senior and Junior examinations held in May, 1927 :—

	Number appeared	Number passed
Senior	929	235
Junior	171	46

Mr. M. L. Tannan, I.E.S., Principal, Sydenham College of Commerce and Economics, Bombay, makes the following remarks on Secondary Commercial Education in this Presidency :—

"Several decades before Bombay gave the lead to other provinces "in higher commercial education, Madras had already put secondary "commercial education on a sound footing. In the Bombay Presi- "dency commercial education of a scholastic type was left entirely "in the hands of private institutions, most of which were run "by persons whose only qualification was that they had passed the "L.C.C. Examination in one or two commercial subjects. No doubt "the conduct of the L.C.C. Examination in this Presidency was "entrusted to the Director of Public Instruction in 1901, but "there was hardly any proper inspection of the institutions "preparing students for the L.C.C. Examination, as the inspec- "tion work was in the hands of the Educational Inspectors, "and the Deputy Educational Inspectors, most of whom did not

"know any commercial subject. Early in 1926, this work was en-
"trusted to the Principal of the Sydenham College of Commerce and
"Economics, Bombay, who at present is working as the Inspector
"of Commercial Schools in the Presidency. This has already
"put the proprietors of the so-called colleges and schools of commerce
"on their guard.

"Finding that the examinations of the L.C.C. and other similar
"bodies do not suit the rquirements of the Indian students, Govern-
"ment have after consulting the representatives of the Bombay
"Chamber of Commerce, Indian Merchants' Chamber, and the Bombay
"Millowners' Association, instituted the Government Commercial
"and Clerical Certificate Examination, the first of which will be held
"in July 1927. Government have also with a view to train up students
"for that Examination opened model classes at the Elphinstone
"High School, Bombay, and those who intend to qualify themselves
"for clerical appointments in commercial concerns and Government
"offices can join these classes after passing Anglo-Vernacular Stand-
"ard V and appear for the Examination after receiving training for
"two years at the classes. Special provision has also been made
"for those who have passed the School-leaving or any other equi-
"valent examination and are employed during the day. The period
"of training in the case of such candidates is of one year, and the class
"for them is held after office hours so as to suit their convenience.
"It is hoped that in case sufficient demand for such classes is felt in
"certain other important cities of the Presidency, similar classes will
"be started there as well."

Manual Training, Book-keeping and Commercial Arithmetic, and Shorthand and Typewriting form part of the curriculum for the School-leaving examination, but only a few boys offer themselves in these subjects. In 1927, 52 boys took Book-keeping and Commercial Arithmetic, fourteen took Shorthand and Typewriting, and seven only took Manual Training.

The Accountancy Diploma Board.

123. The Accountancy Diploma Board continued to hold the examination for the Government Diploma in Accountancy. In 1924 Rangoon was selected as an additional centre for the examination, which is now held simultaneously in Bombay, Madras, Calcutta, Allahabad and Rangoon. Of the 1,184 candidates who appeared for the examination during the quinquennium, 318 passed. Of these, 109 candidates only were declared to be qualified to practice as auditors under the Indian Companies Act, 1913, and were awarded the Government Diploma in Accountancy.

In 1923 Rangoon was recognised as a Centre for the examination for the Government Diploma in Co-operative Accountancy, which was formerly held in Bombay only. The examination was extended to the Punjab in 1926. Of the 29 candidates who appeared for the examination during the quinquennium, six were successful.

124. The Medical schools at Poona, Ahmedabad, and Hyderabad are controlled by the Medical Department; the Veterinary College, Bombay, is controlled by the Veterinary Department, while six Vernacular Agricultural schools are maintained by the Agricultural Department.

Institutions controlled by other Departments.

Medical Schools.

(Contributed by Major-General R. W. Anthony, I.M.S., Surgeon-General with the Government of Bombay.)

"The standard of preliminary education for admission to the Medical "Schools has been raised to the School-leaving Certificate examin- "ation (Matriculation) for both male and female students. Recruit- "ment of Civil stipendiary and Military students have been stopped "at the Medical Schools, Poona and Ahmedabad. In lieu of stipends "a number of scholarships are now being awarded and free student- "ships granted to each of the 3 classes, *viz.*, (1) Advanced classes "(2) Non-Muhammadan backward classes and (3) Muhammadan up "to a maximum of 5 per cent. of the number of students belonging "to each of the three classes. The entrance fees are increased from "Rs. 3 to Rs. 5 and the rate of school fees has also been raised from "Rs. 3 to Rs. 5 per mensem.

"*The B. J. Medical School, Poona.*—The number of students at "the end of the quinquennial period 1922-27 was 185 against 237 for "the preceding period. The number of female students rose from 24 "to 42.

"*The B. J. Medical School, Ahmedabad.*—The number of students "in 1922-27 was 169 against 227 in 1917-22. The number of women "students increased from 5 to 7.

"The school building has been extended during the quinquennium "under report. The extension provides accommodation for Labora- "tories and Museums. Two lecture halls each having accommodation "for 120 students have been added to the School and equipment for "laboratories, Materia Medica, Museum, etc., have been sanctioned "by Government and when all new equipment has been received the "education given to students will be quite adequate for the L.C.P.S. "course.

"*The Medical School, Hyderabad.*—The number of students decreased "from 73 in 1922 to 68 in 1927.

"The general fall in the number of students attending the three "Medical Schools is attributable to the following reasons:—

"(*a*) Higher standard of qualification for admission, *viz.* the "Matriculation Examination.

"(*b*) Students who have passed the Matriculation Examination "are naturally anxious to join the Medical College (of which there "are two at present) and become graduates rather than obtain "the lower qualification of L. C. P. S.

" (*c*) Abolition of the Civil and Military stipends.

" (*d*) The Medical profession offers but small scope to men " possessing the L.C.P.S. qualification only."

Veterinary Science.

(Contributed by Mr. K. Hewlett, I.V.S., Principal, Bombay Veterinary College.)

" A course of instruction in veterinary science is conducted at the " Bombay Veterinary College with the object of training veterinarians " for service in the Civil Veterinary Department and under other " public bodies as well as supplying the demand for private practi- " tioners of Veterinary surgery. The course of study has always " been essentially a practical one, special attention being devoted to " demonstrations and the practice of clinical veterinary surgery and " medicine. In order to supply the necessary practical demonstrations " and the clinical material, the College is affiliated to the Bai Sakarbai " Dinshaw Petit Hospital for Animals, where a very large number of " both in and out-patients of the equine, bovine and canine species are " treated annually, thus affording the material necessary for the educa- " tional requirements of the College. In addition to these facilities " for acquiring a knowledge of veterinary practice, numbers of animals " are purchased as subjects and after destruction under chloroform " are utilised for demonstrating practical surgery to the senior students " of the College. The practical demonstration of contagious diseases " of animals is provided to students through the collaboration of the " College authorities with the Bombay City and harbour Veterinary " Department and demonstrations in meat inspection are conducted " at the Municipal Slaughter-houses at Bandra and Bombay. The " course of instruction extends to three years and embraces the " subjects of Elementary Chemistry and Botany, Anatomy, Physio- " logy, Materia Medica, Therapeutics and Toxicology, Pharmacy, " Hygiene, Veterinary Medicine and Veterinary Surgery, Shoeing, " Handling of Animals, and Meat and Milk inspection. But throughout " the course clinical instruction and practical work are kept well to " the fore as being the foundation of sound Veterinary knowledge. " During the quinquennium ending 31st March, 1927, very far-reaching " schemes were put forward for reorganising the whole system of vete- " rinary education but have had to be abandoned on account of the " unsatisfactory financial position of the Government of this Presi- " dency. Among these schemes was the project for establishing a " Government Veterinary Hospital in connection with the College so " that clinical work could be carried out under the direct control of " the Professors of the College : another project was the establishment " of a new four years' course of instruction in Veterinary Science in " which emphasis was to have been placed on the basic sciences and " State Veterinary Medicine and involving the Intermediate Science " Examination of the Bombay University as the entrance examination " to the course. Another proposal for the construction of an up to

"date Laboratory with facilities for research work and instruction in "Parasitology and Pathology was put forward and approved but "subsequently had to be abandoned on account of lack of funds. "Some minor changes in the College curriculum and the examinations "at the College were made. Written examinations were introduced in "addition to the oral and practical examinations formerly the only "tests exacted from students before qualifying. The number of "scholarships awarded by Government was reduced from 27 to 20 but "the value of each was increased from Rs. 20 to Rs. 30. The total "number of students studying in the College has increased from 62 in "1922-23 to 91 in 1926-27. During the quinquennium 71 students "graduated and all found employment, 44 being employed by Govern- "ment and 24 by Indian States, and 2 by Municipalities and one is "engaged in private practice.

"The cost of the Institution has decreased from Rs. 99,630 in "1922-23 to Rs. 91,418 in 1926-27."

The Fine Arts.

Sir J. J. School of Art, Bombay.

125. The following table gives the number of students on the rolls of the School of Art and the Reay Art Workshops attached to it:—

	1921-22	1926-27
School of Art	202	350
Reay Art Workshop	141	191
Total ..	343	541

The expenditure increased from Rs. 1,28,532 in 1921-22 to Rs. 1,30,808 in 1926-27, of which Rs. 1,19,823 was contributed by Government.

I quote from the report of the Principal, Mr. W. E. G. Solomon, I.E.S.—

"*Drawing and Painting.*—During the last five years the students "of the Painting Classes have, as a whole, shown genuine progress "in their work. Their work has always been shown annually to the "public at the time of the Prize Distribution ceremony. The definite "and surprising progress in the work of students in Advanced Painting "is largely due to the special improvements of the Life Classes which "were introduced towards the end of 1919. It is, however, primarily "due to the firm patronage of recent Governors, Their Excellencies "Sir George Lloyd and Sir Leslie Wilson, who have always given some "special medals or prizes to encourage the students of Modelling and "Painting classes—naturally a great incentive to the workers. An "eminent London portrait painter, Mr. Oswald Birley, M.C., R.O.I.,

"who inspected the School has placed on record his appreciation of "students' works of which he has written—'The work of the Life "'Classes in the Bombay School of Art is well up to the level of the "'standards of the European Schools of Art.'

"Besides the work from Life, the students showed by many separate "undertakings their special ability for decorative design, composition, "and particularly Mural Painting. At the time of the last Prize "Distribution Ceremony, His Excellency Sir Leslie Wilson was so "good as to present a special prize for the best work in decorative "design (Indian Style). This prize was awarded to Mr. J. M. Ahivasi, "a student of the Mural Decoration Class, for his picture of 'Shiva "'and Parvati'. It may be mentioned that many decorative designs "executed by young students of the Painting Classes were approved "and selected by the Director of Industries.

"*Modelling.*—During the quinquennium under report, Government "sanctioned five special scholarships for Backward Classes and these, "it is hoped, will have a good effect on the improvement of attendance "in the Modelling Classes. These classes were visited regularly by "Mr. Mhatre and Mr. Talim, and some excellent work was produced in "spite of the comparative fewness of the students. We have to lament "the death of Shaikh Rajjab who executed a particularly good Relief "and an excellent study from Life in the round works which were much "admired at the Annual Exhibition early in 1926 where they obtained "a special prize from His Excellency the Governor.

"*School of Architecture.*—At the beginning of the Session of 1926-"27, there were 138 students in this section as "compared with 127 in 1925-26 and 59 in 1921-22."

Architecture.

The Principal quotes the following from the Report of Mr. Claude Batley, Professor of Architecture :—

"The R.I.B.A. are still pressing for the development of this section "into a Full Day School, so that its students may be exempted from "their Final Examination and I trust that at no distant date we may "have such a Day School, at any rate as regards the first three years "of our course.

"As the R.I.B.A. now intend to hold their final Examination in "Bombay, Government are considering the inauguration of a post "Diploma Class to prepare candidates for this Examination.

"The teaching throughout is based on emphasising the need of "training students for local practice in India rather than merely "following the time table of the English Schools.

"Lectures are given on local materials and forms of construction "and on the history and application of Indian Architecture.

"Almost all the designs prepared in the Section follow Indian Tradi-"tional Forms, adapting them to modern requirements, and this "study is supplemented by the measuring and analysis of old buildings "of Architectural merit in India.

"The Board of Architectural Education in London has expressed "its whole-hearted agreement with this policy and the Secretary wrote "as follows :—

'The Board of Architectural Education has been interested to "'see the Students' Designs which have been sent over from time "'to time and I am desired to express the hope that the teaching of "'Design may be continued on the basis of Western Indian "'Styles.'

"Towards the end of the Session (1926-27) Sir Edwin Lutyens, "R.A., visited the School and expressed his appreciation of the progress "attained and was kind enough to draft a Design subject which will be "taken up during next session in the Fourth and Fifth years.

"At the Annual Exhibition of the School (February 10th, 1927) "the work of this Section was exhibited along with that of the other "sections and some specimens were reproduced in the local press.

"Our Excursion to Madura from December 19, 1926, to January "2, 1927, was most successful and incidentally created a good deal of "interest in Architecture in the places visited ; I gave two lectures "on Madura Architecture to which the Public there, as well as the "members of the Excursion party, were invited.

"This year's report cannot be allowed to be issued without a "reference to the loss the Profession has experienced by the death of "Mr. George Wittet, F.R.I.B.A., who for many years conducted this "Section of the School.

"We are glad to hear that the Memorial Fund Committee have "decided to perpetuate his memory by instituting travelling scholar-'ships to encourage the study of Indian Architecture, this should do "much to give our best students a chance to supplement the training "received at the School.

"The chief advances during the quinquennium have been—1922-23 "was the first Session in which the Diploma Class was instituted which "exempts our students on gaining the Diploma from the Intermediate "R.I.B.A. examination and makes it possible for the R.I.B.A. to "include our school among the very few Architectural Schools outside "Great Britain, as a School 'recognised' under certain conditions by "the R.I.B.A."

I continue to quote from the Principal's Report—

"*Reay Art Workshops.*— "Among the more important works which "were undertaken by the Reay Art Workshops during the last year, "mention may be made of the designing of the Gates of the Prince "of Wales Museum, and executing the copper decorations and name "plates upon them ; a plate for the King Edward Memorial Hospital ; "and the Memorial tablet on the statue to the late Mr. Montague.

"*Mural Painting, Exhibitions and Excursions.*— "During the last "five years the Class of Mural Painting was always busy doing some "special work of mural decoration. Besides the British Empire

"Exhibition, Wembley, the School also participated in various Exhi-
"bitions of Fine Arts and Crafts in India. The School of Art was
"awarded the First Prize for Painting and a First Class Certificate
"of merit for Metal work and wood carving at the Educational Exhibi-
"tion, Aligarh. The School also received a commemoration medal
"and Certificate for 'The Indian Room' at the British Empire Exhi-
"bition, Wembley. During the quinquennium under report, the
"excursion party visited Ajanta, Bijapur, Benares, Bhopal, Sanchi,
"Delhi, Agra, and Fatepur Shikri. These excursions have been proved
"to be of great advantage to the students and many of the sketches
"executed by the students during the excursion are always above the
"average standard of merit."

The following note by Mr. Solomon on the progress of Art among Indian students will be found interesting:—

"The last five years have witnessed some remarkable progress in
"Art in India in many quarters, but by far the most real of these
"progressive movements has been that in Western India, where
"there now does actually exist a genuine touchstone of progress,
"namely, public opinion. The fillip to art in Bombay due to the
"energetic interest taken in the subject by Lord Lloyd, when Governor,
"was the cause of that materialisation of public interest in the Bombay
"School and its work which has been the really notable feature of the
"last lustrum. And since, as has been well said in regard to *European*
"*Art*, 'there can be no progress without criticism', even the bitter
"and one-sided criticism which the School of Art has had to undergo
"is, when viewed in its broadest aspects, another—and not the least
"hopeful feature either, of the present Indian Art Renaissance.

"By December, 1920, the Class of Mural Painting (founded under
"Lord Lloyd's direction) had completed its first series of mural panels
"in the School of Art, which when unveiled by the Governor excited
"remarkable interest; and from that time onward this class has
"never been without commissions for work, or without a great many
"sympathisers in its efforts to revive the most typical and most dis-
"tinctive branch of Indian painting in India. The year 1921-22 was
"occupied by the students of this class, in painting a series of panels
"for Government House, Bombay; and though these had to be
"removed a few years later on account of the dampness of the walls
"of the Durbar Hall which they decorated, these decorations amply
"served their purpose by giving an undeniable demonstration to the
'public of the capacity of Indian students for this kind of work. In
'the following year all sections of the Bombay School of Art were
"occupied in designing and painting the Indian Room constructed
'by the School of Art, by order of Government, for the British Empire
"Exhibition at Wembley. A descriptive handbook of the work,
"entitled 'The Bombay Revival of Indian Art' was written by the
"Principal of the School (by permission) for circulation at Wembley.
"The Indian Room and its contents were greatly appreciated in England,
"'The Illustrated London News' bringing out a full page reproduction

"of the panels, the London 'Times' reproducing examples of the
"students' work, and many other papers pub ishing gratifying appre-
"ciations of Bombay artists and the Bombay School of Art. In fact
"the success of the 'Indian Room' was the means of directing interest
"in England, which had hitherto been almost restricted so far as
"modern Indian Art is concerned to Bengal, towards the artists and
"students of Western India. During 1924 the class of Mural Painting
"was engaged on painting the Baliwalla Theatre in Bombay, as com-
"missioned by the Architects Messrs. Mistry and Bhedwar—a work
"comprising the painting of 22 floral panels (size 11′×3′) and a frieze
"which measured 33′×5′—very comprehensive works for students.
"The next work of mural painting undertaken by the School of
"Art was that of decorating the Masters' Room in the School itself
"with frieze, dado, and panels depicting Hindu deities, and events
"from the Hindu Epics. There was a great public demand for the
"photographs of these works which were widely reproduced in the
"Bombay Press of all shades of opinion. Last year the chief decorative
"work was a ceiling undertaken for Her Highness the Maharani of
"Baroda for the Laxmi Vilas Palace in Baroda, which when exhi-
"bited publicly at the School Exhibition was much appreciated by the
"Public. The Class of Mural Painting may be regarded as representa-
"tive of the best talent in the School of Art, of which it forms the
"Highest Class. It is impossible within the space of this brief Note
"to deal adequately with the progress of the Architectural School
"and the Applied Arts of the Bombay School of Art which would
"require a special notice, since so far as the School of Art is concerned,
"neither branches have lagged behind the sister arts of Painting and
"Modelling. The vigorous work done in the School of Art has had its
"natural expansions outside of it, and numerous students have been
"awarded prizes at the ever-increasing Art Exhibitions in India.

"As to the methods of training which have led to these satisfactory
"results, the Times of India Year Book for 1927 (page 36) puts the
"matter in a nutshell:—

"'Theory in regard to the training of Indian Art students is
"'in itself unproductive, and can only be proven by practice;
"'and as Mr. Solomon has now held the post of Principal for seven
"'years it is possible to gauge the results achieved by his system
"'of training. The Life Classes which were started at the end of
"'1919 have recently been pronounced by competent judges as well
"'up to the level of the Life Classes of the European Schools of Art.
"'But proficiency in technique forms only one side of the present
"'system of training; for even in Europe, too much of the study
"'from Life is quite capable of negativing its own object. In India,
"'where the decorative instinct, is inherent, and where the possibili-
"'ties of freehand drawing are still understood, the danger of over-
"'doing the Life Class is even more palpable. So side by side with
"'these realistic aids to study, and at the same period, a Class of
"'Indian Decorative Painting was inaugurated in the Bombay
"'School of Art. As this class specializes in Mural Painting, it

"'has long been popularly known as the Class of Mural Painting.
"'A great deal of controversy, which has been characterised by its
"'academic rather than its practical note, has centered round these
"'new movements in art training in India; but the Bombay School
"'of Art has retained the patronage and support of the public, and
"'the increase in the numbers of its students has been large and
"'continuous since it took its present line. It is significant that the
"'widespread revival of public interest in Art in Western India has
"'synchronised with these activities.'

"So much for the Bombay School of Art and its history during the "last five years. But the all-important factor remains to be con- "sidered by those who take even the most cursory interest in the "progress of Art in India,—namely the question of how the activities "referred to in this brief note (and many others) have been made "possible for a Government School of Art. The answer is entirely "embodied in the single word,—'Patronage.' Since Lord Lloyd's "departure, the personal patronage and supervision of the School of "Art by the Governor of the Province, which created the atmosphere "in which progress in Indian Art became natural, has been continued "with sympathetic and unflinching zeal by his successor in office "His Excellency Sir Leslie Wilson. Th present Governor has spared "no pains in personally helping the Staff and Students of the School "by awarding special prizes to specially deserving students, by interest- "ing himself in their welfare, and by visiting the School frequently "and presiding regularly at its annual Prize-giving Ceremony. The "personal kindness and taste of His Excellency has of course been "reflected in a widespread enthusiasm among the students and the "public. It should now be clear to everyone that 'patronage' is "the sole prop of Indian Art and the right solution of controversies. "Once this all-important desideratum for India to-day is achieved, "the secondary considerations of 'style' will settle themselves. "The first thing to do is to *encourage* artists. *Afterwards* adjudi- "cation upon the respective merits of their innumerable styles of "painting and modelling may take place—but not before. Has not "this been the way of the Art Patrons of the world? We must not "forget when we pay our debt to the memory of a Lorenzo de Medici "for his patronage of Benvenuto Cellini, that he was also the no less "affluent patron of poor Baccio Bandinelli! Fortunately many mem- "bers of the wider public have warmly co-operated in the idea of "patronage for Indian Art students, and the most notable example "of this new spirit during the last five years was the public work of "the Committee (composed of Indian notables of different Provinces) "who have been doing such good work on behalf of the Scheme known "as the 'Prix de Delhi.'"

School of Drawing and Design, Ahmedabad.

126. The School of Drawing and Design, Ahmedabad, is chiefly intended for artisans and apprentices engaged in various local crafts in which a knowledge of drawing and design is a necessity. There were 27 pupils in the class, of whom 21 were *bona fide* craftsmen.

127. Music forms part of the curriculum for Primary schools for boys and girls and is included as an optional subject in the curriculum for Secondary schools.

Music.

Apart from the instruction in music imparted in ordinary schools, there are 13 Music schools and classes, with 2,484 pupils. The Government grant awarded to these Institutions in 1926-27 amounted to Rs. 5,186. The attitude of Government towards Indian Music has been to encourage all schools impartially.

The majority of the pupils in recognised music classes are reported to be drawn from Secondary schools. The Poona Gayan Samaj maintains organised classes for Indian Music and attracts pupils from all classes of schools. Instruction is given both in vocal and instrumental music. In the High School for Indian Girls, Poona, music is compulsory for the first six standards and is taught for one period in the week.

Provision for the teaching of music exists in all Training institutions and the subject receives not less than two periods in the week. The course followed consists mainly in teaching the students to recite musically the metres of the poetry that occur in the Departmental Readers.

Music finds a place as an optional subject in the curriculum for the Vernacular Final examination for girls and the number of candidates taking this subject is reported to be increasing.

CHAPTER X.

Oriental Studies.

Study of the Classics.

128. Sanskrit and Persian are the Oriental classical languages principally taught in this Presidency, although arrangements for the study of Pali, Arabic, Avesta Pahlavi, Hebrew, and Ardha Magadhi exist in a few schools. In European schools Latin and Greek are taught. At the School-leaving examination boys have the option of choosing any of these languages as a Second Language, with the option of French or German, or an Indian Vernacular of this Presidency. In Secondary schools the study of a Second Language is commenced in standard IV, though, as explained in chapter VI, it is no longer compulsory for the School-leaving examination. It is, however, still compulsory in the First Year and Intermediate Arts classes. The Second Language further forms an optional subject for the degree examinations in Arts.

During the quinquennium the following candidates obtained Honours at the B.A. examination in the various Oriental languages :—

Sanskrit	253
Persian	32
Arabic	2
Avesta Pahlavi	6
Total ..	293

Of these, twenty-seven obtained First Class Honours in Sanskrit, three in Persian, one in Arabic, and two in Avesta Pahlavi.

In 1923 Mr. U. M. Daudpota, of the D. J. Sind College, took a First Class in the M.A. in Arabic and Persian and was awarded the Chancellor's medal. He was thereafter given a special scholarship by Government, which enabled him to study for two years at Cambridge, where he obtained the degree of Ph.D. by writing a dissertation on "The Influence of Arabic Poetry on Persian Poetry."

I have elsewhere (para : 186) referred to the neglect of Arabic in this country, a thing which is no doubt chiefly due to the fact that Persian, the study of which is preferred, was formerly the Court language of India. There is, however, a growing desire for the study of Arabic, and representations have been made in more than one quarter for the endowment of a special Chair of Arabic. The Committee on University Reform recommended the creation of a special Course in Oriental Languages, with special B.A. and M.A. degrees.

Special Institutions.

129. Apart from the instruction in Oriental languages imparted in ordinary schools there exist Pathshalas for the study of Sanskrit and Madressahs for the study of Persian and Arabic. There were 58 Pathshalas, with 2,158 pupils, as against 55,

with 2,995 pupils, five years ago. Of the former, 41, with 1,699 pupils, were recognised, and 17, with 459 pupils, were unrecognised. The Gokuldas Tejpal Sanskrit Pathshala in Bombay prepares candidates for the examinations conducted by the Calcutta Sanskrit Association, for which Bombay is a centre. The Pathshala at Umarkot in Sind imparts instruction in Hindi and English (the latter up to A. V. standard III) in addition to Sanskrit. Candidates from this institution appear for the Elementary examination of the Government Sanskrit College, Benares.

The total expenditure on recognised Pathshalas in 1926-27 was Rs. 44,025, of which Government contributed Rs. 10,223. Besides this expenditure, an amount of Rs. 1,200 was spent by Government as personal allowances to Shastris and Moulvis not in the service of Government.

About a dozen Madressahs are reported to impart elementary instruction in Persian or Arabic.

Oriental Research Institutes.

130. Of the institutions interested in original research in Oriental learning, the principal are the Bhandarkar Oriental Research Institute, Poona, the K. R. Cama Oriental Institute, Bombay, and the Bombay Branch of the Royal Asiatic Society. Their main activities are directed towards keeping in touch with foreign societies, offering prizes for original research, and inviting scholars from other parts of India and from abroad to deliver lectures on literary and scientific subjects. All of them maintain useful libraries.

Bhandarkar Oriental Research Institute.

131. The Bhandarkar Oriental Research Institute suffered a great loss during the quinquennium in the death of Dr. Sir Ramkrishna G. Bhandarkar, in whose honour it was founded in 1917. Sir Ramkrishna Bhandarkar was an Oriental scholar of established repute and held a unique position in the field of Oriental learning. His private collection of some 2,500 books and manuscripts was transferred to the Institute and forms a valuable addition to the library. The Institute also acquired by gift the Sanskrit manuscripts belonging to the collection of the late Justice M. G. Ranade.

The five-year period during which Government agreed to pay an annual grant of Rs. 12,000 to the Publication Department of the Institute came to an end in 1922-23 and the continuance of the grant has been promised for a further period of ten years under certain conditions. The most ambitious of the undertakings of the Institute is the publication of a new and critical edition of the Mahabharata. The following extract from the Report of the Secretary gives an account of the progress made :—

"After the completion of the tentative edition of the Viratparvan "in January, 1923, the work on the critical edition of the Mahabharata "undertaken by the Institute entered a new stage. The general lines "of work were fixed, and it only remained now to push on vigorously "the work of collation. Mr. Utgikar, who was mainly responsible for

"the bringing out of the tentative edition of the Viratparvan, accordingly tendered his resignation as the Secretary of the Mahabharata "Editorial Committee, which was accepted on 24th February, 1924, "and a committee of workers was appointed to supervise the work of "collation and revision, on which, it was felt, all the activities and "funds of the Department should be concentrated for the next few "years, so that, when the time came for appointing Parvan-editors, "their work would not be hampered by the absence of collation material "to work upon. The Committee did the work honorarily, only an "allowance of Rs. 300 per year being allowed to each member to "defray his conveyance charges. The Committee was in charge of "the work for some 16 months. It issued a statement in March 1925, "from which it will be seen that it was able to effectively revise the "collation work and maintain a better average of collation per day "per head than had been the case hitherto. In July, 1925, the Regulating Council,however, decided by a narrow majority to appoint a full "time editor on a pay of Rs. 500—50—800, provisionally for one year. "Dr. V. S. Sukthankar was accordingly appointed General Editor "on 1st August, 1925; and the period of his appointment has been "extended up to 31st July, 1928. During the year and 8 months "that Dr. Sukthankar has been in charge of the work, he was able to "publish the first fascicule of 60 pages of the critical edition of the "Mahabharata, containing some 700 stanzas out of a total of perhaps "85,000 stanzas. He has also in readiness matter for issuing another "fascicule before very long. The main difficulty of the Mahabharata "work, however, has been the lack of adequate funds. The Department has run into a liability of some Rs. 11,500 and all its promised "grants do not enable it to balance the budget from year to year. The "activities of the Department need before long to be further expanded, "if the great work on the Institute's Edition of the Epic is to be completed within a reasonable period of time. And it is a question of "immediate concern as to how the Institute is to be enabled to find "ways and means for continuing the work."

The Secretary further reports on the various activities of the Institute—

"*Manuscript Department.*—Alluding briefly to the activities of the "individual department it may be mentioned that the Manuscripts "Department has issued a list of about 2,400 additions made to the "Manuscripts Library since 1895-1924, while the work on the card-"index is of late progressing more satisfactorily inasmuch as the "Curator is now asked to devote himself almost exclusively to it. The "statistics about the operations of loan and return of Manuscripts "shows an increasing use of the Manuscript Library by scholars; "while for the last few years the Department has been acquiring on "loan, for the use of members of the Institute, Manuscripts from other "lending libraries such as (1) India Office Library, (2) Sanskrit College, "Benares, (3) Baroda Government Manuscripts Library, (4) Saras-"wati Mahal Library, Tanjore, (5) Government Manuscript Library,

"Madras, (6) Adyar Library, and (7) Bombay Royal Asiatic Society. "The Department has not much money available for the purchase of "Manuscripts, the total number of Manuscripts purchased during the "quinquennium numbering 164 at a cost of about Rs. 1,250. The "purchases include, however, some rare palm-leaf Manuscripts.

"*Annals.*—The 'Annals' of the Institute which was up to March, "1926, a six-monthly publication has been now made a quarterly "publication, as it was found impossible to find room for all the learned "papers that were being received for inclusion in the Institute's "journal. The *Annals* is, since October, 1926, being printed in the "Institute's own press to secure regularity and despatch.

"*Persian Manuscripts.*—Thanks to the initiative and the untiring "efforts of Professor Minocher Homji, a Persian Department was opened "in 1922 and the work of collecting Persian Manuscripts and books "started in right earnest. The Department at present owns a collec- "tion of some 250 old Manuscripts and printed books and has also "acquired certain ear-marked donations."

Several distinguished scholars visited the Institute during the quinquennium, some of whom delivered lectures or held informal discussions on various subjects. The following lectures were delivered :—

1.	Dr. Sylvain Levi ..	General discussion on the Mahabharata work.
2.	Dr. M. Winternitz ..	General discussion on the Mahabharata work.
3.	Dr. J. M. Unwala ..	Religion of the Parthians and Indian Iconography.
4.	Professor Sten Konow ..	Indo-European Ideas in Ancient India.
5.	Professor A. Foucher ..	Sojourn in Afghanistan.
6.	Professor A. V. Williams Jackson.	Lyrics in Sanskrit Poetry.
7.	Professor Franklin Edgerton.	Future life as determined by the hour of Death—a comparative study of Eastern and Western Religion.

The Governing Body of the Institute had under consideration the question of starting special classes for the training of students in the methods of original research. A small beginning in this direction has been made by starting post-graduate classes for M.A. students of the Bombay University.

K. R. Cama Oriental Institute.

132. The K. R. Cama Oriental Institute, Bombay, specializes in Iranian literature. Government Fellowships and Prizes are awarded for essays and lectures on Oriental subjects. During the quinquennium six such Fellowships and five prizes were awarded. The Sir Ratan Tata Research

scholarship of Rs. 2,500 was awarded to Ervad Bamanji Naserwanji Dhabhar, M. A., for preparing a treatise with criticism and notes or of the Persian Revayet of Dastur Hormazdyar Framrose. The Institute took in hand for translation twenty works connected principally with Iranian literature.

Several distinguished scholars visited the Institute during the quinquennium and delivered public discourses on various subjects connected with Oriental literature.

Bombay Branch of the Royal Asiatic Society.

133. A reference has been made in para. 243 to the literary activities of the Bombay Branch of the Royal Asiatic Society. During the quinquennium thirty fellowships were instituted for the encouragement of scholarship by research, and a silver medal to be awarded every second year has been offered for award to one who has materially contributed within the previous two years to the advancement of Oriental Research. A separate library consisting of books on Oriental subjects was set apart for research work, and co-operation has been organised with the University Library, which has secured for members of the Society and graduates of the University reciprocal access to both the libraries. As regards the lectures delivered by Oriental scholars the Secretary reports—

"Since European affairs made travel to the East more possible, "scholastic intercourse has revived and we have had the great pleasure "of welcoming Dr. Winternitz of Mahabharata fame, Professor Sylvain "Levi of the College de France, and the Count San Martino de "Valperga. On each occasion we heard speeches from these gentlemen "and our association with European scholarship was appreciably "tightened."

The Society's Campbell Memorial Gold Medal for 1923 was awarded to Sir George Grierson in recognition of his great work on the Linguistic Survey of India.

Poona Sanskrit College.

134. The Poona Sanskrit College Association has recently been founded for the establishment at Poona of a Presidency Sanskrit College for the purposes of giving instruction in the Ancient Shastras according to the ancient and indigenous system of teaching and of co-ordinating the work of the many Pathshalas scattered over the Presidency. The College is intended to provide also facilities to scholars, by the study of ancient culture, to adjust the relations between the orthodox adherents of the traditional side and the critical exponents of the progressive side of Indian culture. It is proposed to open the College in 1929, and as a preliminary the Association has opened Praveshika classes for preparing candidates for the entrance examination of the College, for which a Shastric acquaintance of the whole of the Siddhant-Kaumudi and a reading knowledge of English are necessary.

CHAPTER XI.

Visual Instruction.

135. The Department now possesses exactly 100 lanterns, with over 20,000 slides, of which over 4,000 were added during the quinquennium. These are distributed among the Government Secondary schools and Training institutions and the District Inspecting Staff. Lectures are given both in the Secondary schools and Training Colleges, and in the village schools.

The sub-Department is under the charge of a special B. E. S. Officer, who tours over the whole Presidency. The lanterns under the charge of Government institutions and officers are inspected by him and the lecturing work done by the officers in charge of them is observed, and suggestions are made where necessary. Small conferences of teachers and Educational officers are periodically held to discuss the various aspects of Visual Instruction and to exchange views on the subject. Lantern lectures are also delivered by the Deputy Inspector in all kinds of schools; special attention being paid to the Aided High schools. A large number of public lectures are also delivered by him on a variety of topics of general interest, to help the cause of adult education. His services with the lantern are frequently requisitioned by other Departments of Government, such as the Agricultural and Co-operative Departments, and by many public bodies for lantern lectures on special occasions such as Educational conferences, Ganpati festivals, public fairs, Baby Weeks, and the like. His advice is frequently sought by the schools, as well as by public bodies, associations, and individuals from various parts of India regarding the purchase and repair of lanterns, their manipulation, etc.

In 1924-25, 2,593 lectures are reported to have been given. The number has since slightly decreased, owing to the transfer of control of Primary Education and the consequent diminution in the District Inspecting staff. One of the two lanterns in each District has been lent to the School Board of the District Local Authority, and full use has not been made of them in all Districts. I quote the following from my Annual Report for 1924-25:—

> "The policy followed has been to regard this sub-Department as "existing not only for the purpose of providing lectures in the ordinary "school subjects, but as an Educational Agency to be used for broad-"casting to all sections of the public the lessons of beneficent public "movements such as the Red Cross Society, Co-operative Credit, "Agricultural improvement, and the like, and there exists close co-"operation between the sub-Department and the societies and Govern-"ment Departments which are responsible for such movements."

With a view to creating a taste among the teachers and pupils for the art of Photography "Camera clubs" are maintained in a few

Government High Schools, where they are reported to have produced good results. The Deputy Educational Inspector for Visual Instruction reports—

"The Bombay Municipal Schools Committee have stolen a march "over the Government Department of Visual Instruction by introduc- "ing the use of Cinema in their schools. They are carrying on lantern "lecturing work on a large scale in their schools using a large number "of useful slides of their own. They have placed two of their School "Superintendents in charge of this work. As said above, they have "introduced fairly successfully the use of the Cinema in Schools by "purchasing an admirable portable small Cinema machine showing "both films and lantern slides and they have purchased a large number "of useful educational films also."

The Department, while recognising the superior attraction possessed by the cinematograph, especially as a medium for propaganda and for disseminating knowledge on matters of public importance, such as, to take only one example, the improvements effected by the Agricultural Department, has purposively refrained from adopting its use. In doing so it has been guided by the authoritative statement made in 1925 by the President of the Board of Education in England, Lord Eustace Percy, regarding the Report of the Committee presided over by Lord Gorell on the use of the Cinematograph in Education. I quote the reply given in the House of Commons :—

"I have considered the report in question and have caused an "enquiry to be made into the possibilities of the practical use of the "cinematograph for educational purposes. In the result I am disposed "to think that its proper place and function as an instrument of "instruction cannot yet be defined. No doubt films of a general "character illustrating scenery, natural history, wild or primitive life, "agricultural, commercial and industrial operations and other "activities of our complex civilization may serve a very useful purpose "in supplementing and providing a background for the instruction "given in the schools and in augmenting its signifiance and interest; "such films would be educational in the widest sense for adults as well "as children. But so far as concerns the use of films as a means of "specific instruction in the class-room, at a cost not out of proportion "to its value, the results of my enquiry have been, generally speaking, "negative; and while there is no doubt a fairly wide field for "educational experiment, I do not think that the time has yet "arrived when it is possible to make specific recommendations on "the subject."

The view expressed by the President of the Board of Education has since been endorsed by competent educationists in other countries, including America, and the consensus of opinion would now appear to be opposed to the use of the cinematograph as an educational medium in schools. I quote the following from the reply given by Mr. Hamley, Principal of the Secondary Training College, Bombay, to the questionnaire of the Indian Cinematograph Committee :—

"The film undoubtedly has educational possibilities but it should "be considered an adjunct to class instruction rather than a specific "means of education. Films of a general character illustrating "agriculture, commercial and industrial operations, scenery, natural "history, etc., are very valuable to supplement class-teaching but "such films should only be used to bring within the sight of the pupil "scenes that are remote or inaccessible. The film is of little value— "it may even do positive harm until a proper foundation has been laid "in the classroom. I am strongly opposed to 'made-up' films, "for most that I have seen give altogether erronous ideas to the child. "I have seen films depicting such subjects as river erosion, glacial "action, weathering, etc., in such a way that the work of centuries was "recorded in a period of half an hour. I have never yet seen a film "dealing with a physiological subject which was not positively "misleading. Prominent educationists have approved these pictures "without troubling to discover whether the child has carried away "true or false ideas from them.

"In spite of the conclusions of the Spearman-Merchant Enquiry "and of the opinions of eminent educationists at Imperial Educational "Conferences I am not disposed to advocate an extensive use of edu- "cational films in India. I believe that the Cinema requires, for its "most effective appeal, a fairly *sound educational foundation*. With- "out that foundation the inevitable consequence is superficiality, "of which we have enough already. In particular I believe that the "film has been detrimental to the development of literary curiosity "and insight. For School purposes I prefer the static picture (*i.e.* "the ordinary lantern slide or epidiascope) which permits a thorough "examination of details. Indian children are, I believe, particularly "prone to 'phantasy' and 'vague impressions'. This is a weakness "which is accentuated by the film. In Western countries this "tendency is largely counteracted by the emphasis placed on these "subjects which demand accurate observation, such as nature study, "elementary science, concrete mathematics, and so on, but in India "these subjects are generally not well taught. That such 'plantasy' "is common among Indian boys I have proved by psycho-analytic "tests.

"I believe that educational films would be very valuable in adult "education, for example, in connection with Public Health, Child "Welfare, Agriculture, Cattle Breeding, Poultry Farming, etc. "Films of this kind are used with great success in America and "Australia, but a lecturer is essential, if the full value of the film "is to be realised.

"The question naturally arises as to how educational films are to "be found and how popularised. It seems necessary to have some "kind of Standing Committee of persons interested in educational "films, whose business it would be to put themselves in touch with "school needs, and with those who could supply these needs. Such

"a Committee should be able to say that they regard a certain film "as of educational value and should have some means of informing "the schools accordingly."

Mr. Hamley further writes to me—

"Since writing the above reply to the Questionnaire I have taken "every possible opportunity of questioning children and adults on "their impressions of the films they have seen. I have come to the "conclusion that it is the *emotional element* in the film that is most "lasting. Where emotion or sentiment is absent there is practically "nothing retained. The importance of this emotional element is "recognised in all education, but in the case of the Cinema it is the "emotion that predominates and lasts longest. The popularity of "the Cinema is due to its emotional appeal. It is, I believe, a "sublimating force rather than a means of education."

CHAPTER XII.

Education of Girls.

I—General.

136. I commence the chapter by quotations from the Reports of Inspecting staff on the changing attitude towards the subject of the the education of women.

Mr. Jalaluddin S. Kadri, I. E. S., Educational Inspector, B. D., reports—

"There has of late been a wide and rapid awakening in regard to "female education not only among advanced classes but also among "the backward classes, which were till recently very apathetic, nay "hostile, to the education of girls.

"More girls are now coming forward to take advantage of higher "primary standards with a view to appear for the Vernacular Final "Examination for girls. Since the establishment of this examination "in 1924, the number of girls appearing for the examination in all the "districts has steadily increased and the districts of Ratnagiri and "Nasik have been prominent among them. Even Muslim girls are now "coming out of their seclusion and trying for the examination.

"The rush for Secondary education among the higher and middle "classes is equally great. Even grown-up girls are now to be found "rubbing shoulders with boys in the higher standards of High Schools "and competing with them in public examinations.

"I have seen a large number of Maratha and backward class Hindu "girls and also a sprinkling of Khoja and other Muslim girls in the "Secondary schools of Bombay.

"These are the signs of a growing appreciation of female education "in the country brought about by improved social and political "conditions and the larger scope of rights and privileges and freedom "enjoyed by women in recent years."

Mr. K. G. Joshi, I.E.S., Educational Inspector, C. D., reports—

"It is gratifying to note that the time when the Education of Girls "had not only no supporters but open enemies has gone by. The "stages of ridicule, apathy, indifference, and criticism have been passed "and the welcome stage of positive approval and encouragement is "reached. The need of education for girls along with boys is now "recognised generally. It looks as if the day when the education of "girls will be regarded as a *sine qua non* of national advancement is "not far distant."

The Inspectress of Urdu Girls' Schools, C. D., reports—

"It is now generally recognised even among the most orthodox "Muhammadans that the education of a single girl means the uplifting

"of a whole family in larger sense than the education of a single man. "Even Muhammadan priests have themselves come to recognise that "by means of the education of Muhammadan women a far greater "proportional impulse is imparted to the moral tone of a family than "by the education of men."

In Sind, where Purdah exists to a greater degree, the Inspector writes—

"Now that there has been a general awakening in the direction of "female education this problem deserves serious consideration. The "purdah is day by day decreasing and there is a general desire to "educate girls specially in cities and big towns. The difficulties in the "way of doing so are—

"1. Dearth of mistresses.

"2. Unsuitability of text-books.

"3. Absence of religious education.

"4. Old traditional conservative ideas still hovering in the "mofussil mind preventing girls over 12 from continuing studies "further.

"Of these the first three causes are mainly responsible for the slow "progress of female education in the Division."

While it would be unfair to doubt the general truth of these utterances, it must regretfully be admitted that the advance as evidenced by the numerical results is painfully slow. As shown in subsequent paragraphs, the total increase during the quinquennium in the number of girls attending all classes of institutions was 19·5 per cent. only. Only 2·4 per cent. of the female population attend any recognised educational institution, and of the total figure (198,604) only 3·1 per cent. have advanced beyond the IVth Vernacular standard, the passing of which is generally regarded as the test of literacy. A very large proportion attend the infant classes of the Primary schools; the attendance of such is as a rule irregular, and the majority never get beyond that stage. A comparison of the extent to which education is taken by the girls of the various communities is given in para. 140. It will be seen that 36·1 per cent. of the total number of girls are Advanced Hindus, though the total population of these communities represents only 12·7 per cent. of the total population of the Presidency. It is also interesting to notice that the figure for Muhammadans is 2·6, against 1·4 for Intermediate Hindus, and ·8 for Backward Hindus.

It is noticeable that the number attending University institutions rose from 228 to 449. On the other hand, the increase in those attending Secondary schools was 24·5 per cent. only. The fact is that it is only at a few large centres, especially Bombay, Karachi, Hyderabad, and Poona, followed in the second rank by Ahmedabad and Surat, that serious attempts are made by anything more than a small proportion of the people to give their daughters Secondary education, while generally

speaking it is confined to the Advanced classes and to the more socially advanced members of the so-called Backward communities. The Department maintains Anglo-Vernacular Girls' schools at Thana, Nasik, Ahmednagar, Bijapur, and Dharwar, but only two of these schools, those at Thana and Nasik, have succeeded in attracting more than 60 girls. The progress in Gujarat is disappointing compared with the promise of 50 years ago. It is among the Brahmins of Poona that the most noticeable advance has been made. The High School for Indian Girls, which, though now under the management of a Society, is still staffed by Government, is a very notable institution. Of the 481 girls in the school only 8 were married and only 8 were widows. The school sends up every year between 20 and 30 girls for the School-leaving examination, of whom almost all pass. In 1922-23, 28 passed out of 28 sent up. Competent judges have pronounced the school to be, educationally, perhaps the best of any, for boys or girls, in the Presidency. Such an institution, which must not, however, be regarded as typical of the state of girls' education in the Presidency, affords an eloquent refutation of the undiscriminating criticism sometimes heard of the condition of the women of this country.

This is not the place to describe at length the progress that has been made during the last five years in the cause of the advancement of women. But it may be mentioned that at the last elections to the Municipal Corporation of Bombay four women were elected. Miss Mithan Tata of Bombay passed the Barristers' Examination in England and is at present practising in Bombay. The aims of the leaders of the movement may be learnt from the following resolutions passed at the "All India "Women's Conference on Educational Reform" which was held at Poona in January, 1927:—

"Primary education should be made compulsory for all boys and "girls. The present series of Vernacular text-books should be revised, "and supplemented by books suitable for children. Facilities and "financial provision should be made at the same time for boys and "girls alike in all schemes of compulsion. Women should be on all "Attendance Committees.

"Preparatory vocational and manual training suited to the child's "needs and daily experience should be included in the curriculum.

"The first essential for improving primary education is that the scale "of salary for primary teachers be raised. The standard required for "the entrance examination for training institutions should be also "raised, and a better training be provided. Well educated women and "men should be invited, and given opportunities, to act as honorary "teachers while the supply of trained teachers is inadequate.

"A complete course of physical training should be compulsory in "all boys' and girls' schools, and should include as much cheerful "recreation out-of-doors as possible.

"Systematic medical inspection should be made compulsory in all "schools and colleges, and in the case of girls the inspection should

"be carried out by lady doctors. Where possible, schools clinics should "be started.

"In all education of girls in India, teaching in the ideals of mother- "hood, and in the making of the home beautiful and attractive, "should be kept uppermost.

"This Conference deeply deplores the effect of early marriage on "education and urges the Government of India to pass legislation "making marriage under 16 years of age a penal offence.

"Proper facilities should be provided in purdah educational "institutions for girls who observe purdah.

"This Conference is of opinion that the undue importance attached "to examinations has greatly hindered the educational progress of "pupils, and it recommends that investigation be made into the "problem of testing progress.

"Moral training, based on spiritual ideals, should be made com- "pulsory for all schools and colleges.

"The Vernacular should be the medium of instruction, English being "a compulsory second subject. Hindi or Urdu should be included in "the curriculum, and should be an alternative to the classical "languages, one of which should be compulsory.

"Alternative courses should be established to suit the needs of girls "who do not intend to take up College education, these to include "the subjects of Domestic Science, the Fine Arts, Handicrafts and "Industries.

"It is desirable that Sex Hygiene be taught in all Secondary schools "and Colleges by competent teachers."

137. There are Inspectresses of Girls' Schools for Bombay and the Northern Division, for Sind, and for the Central Division and Bombay Division. These three ladies are in the I.E.S. There is also an Inspectress of Urdu Girls' Schools for the Central Division. The Inspectresses have no administrative duties; they inspect Secondary Girls' schools and a certain number of Primary schools. They conduct the annual examinations of the Training Colleges for Women.

Inspection.

II—Figures of Institutions (public and private) and Pupils.

138. The total number of institutions for girls (Europeans and Indians) increased during the quinquennium from 1,709 to 1,761. The girls under instruction increased from 186,453 to 222,859, or by 19·5 per cent. Of these, 147,257 were in girls' schools and 75,602 in boys' schools.

Institutions for Girls.

Attendance.

139. The attendance in girls' schools declined. It is now 68·7 per cent. of the number on the rolls, against 71·6 per cent. in 1921-22. Similar percentages in the case of boys were 76·1 and 75·1 respectively.

Pupils of different communities.

140. The following table gives the number by communities :—

	Total number under instruction	Percentage to female population of the community	Percentage of increase during the quinquennium
Europeans and Anglo-Indians ..	2,594	19·0	12·2
Indian Christians	11,315	11·4	5·2
Hindus — Advanced	80,418	9·2	24·5
Hindus — Intermediate	60,624	1·4	
Hindus — Backward	15,168	·8	
Muhammadans	44,104	2·6	8·4
Parsis	7,303	18·3	20·5
Others	1,333	15·6	27·3
Total ..	222,859	2·4	19·5

III—Expenditure.

Expenditure.

141. It is not possible to make any accurate estimate of the full amount spent on the education of girls, because 33·9 per cent. of them are in boys' schools. The expenditure on institutions specially intended for girls has risen from Rs. 38,84,625 to Rs. 53,24,746, *i.e.* by 27·1 per cent. The amount so spent constitutes 16·0 per cent. of the total direct expenditure on education.

By institutions the expenditure is distributed as under :—

School Education—General		School Education—Special		Total
Secondary Schools	Primary Schools	Training Schools	Other Special Schools	
Rs.	Rs.	Rs.	Rs.	Rs.
14,55,871	35,21,363	2,29,914	1,17,598	53,24,746

The following comparative table shows the expenditure on school education general, and the sources from which it is met :—

	Provincial funds		Local funds	
	1921-22	1926-27	1921-22	1926-27
	Rs.	Rs.	Rs.	Rs.
Schools for Indians { Secondary schools.	2,70,916	3,29,984	3,610	8,088
Schools for Indians { Primary schools ..	10,63,571	16,36,999	9,18,942	14,19,561
Total ..	13,34,487	19,66,983	9,22,552	14,27,649
Percentage to total expenditure.	43·3	44·0	30·0	32·0
Secondary schools for Europeans and Anglo-Indians.	1,64,666	1,94,387	570	1,255
Percentage to total expenditure.	36·7	37·9	·1	·2
Grand Total ..	14,99,153	21,61,370	9,23,122	14,28,904

	Fees		Endowments, subscriptions and other sources		Total	
	1921-22	1926-27	1921-22	1926-27	1921-22	1926-27
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Schools for Indians { Secondary Schools.	1,96,072	3,20,452	2,09,877	2,84,355	6,80,475	9,42,879
Schools for Indians { Primary schools ..	60,140	62,588	3,55,437	4,02,215	23,98,090	35,21,363
Total ..	2,56,212	3,83,040	5,65,314	6,86,570	30,78,565	44,64,242
Percentage to total expenditure.	8·3	8·6	18·4	15·4	100	100
Secondary school for Europeans and Anglo-Indians.	1,66,772	2,00,527	1,16,586	1,16,823	4,48,594	5,12,992
Percentage to total expenditure.	37·2	39·1	26·0	22·8	100	100
Grand Total ..	4,22,984	5,83,567	6,81,900	8,03,393	35,27,159	49,77,234

It will be seen that the expenditure on Indian schools has increased in the quinquennium by 45·0 per cent, and the Government grant by 38·6 per cent., and that Government now provide 44 per cent. of the total expenditure, against 43·3 per cent. in 1921-22. The District Local Board and Municipal funds now provide 32 per cent. of the total expenditure, against 30 per cent. in 1921-22.

No fees are ordinarily charged in any Government, District Local Board, or Municipal Primary school. The average annual fee in the different classes of girls' schools, excluding European schools, is shown in the following statement :—

	Under public management			Under private management		
				Aided		
	Pupils	Fees	Average per annum	Pupils	Fees	Average per annum
		Rs.	Rs.		Rs.	Rs.
Secondary schools ..	740	3,851	5·2	8,222	2,81,738	34·3
Primary schools ..	98,863	12	·0001	5,321	69,378	2·7

	Under private management			Total		
	Unaided					
	Pupils	Fees	Average per annum	Pupils	Fees	Average per annum
		Rs.	Rs.		Rs.	Rs.
Secondary schools ..	782	34,868	44·6	9,744	3,20,452	32·9
Primary schools ..	1,198	3,198	2·7	125,382	62,588	0·5

Average cost of a pupil.

142. The average annual cost of education of a boy or a girl is compared below :—

	Indian schools		European schools	
	Boy	Girl	Boy	Girl
	Rs.	Rs.	Rs.	Rs.
High School	68	105	254	191
Middle School	44	95	168	119
Primary School	20	28	....	....
Training School	282	348	....	401

The reason for the higher average cost in the case of schools for Indian girls is the comparatively small number of pupils in each class and the comparatively higher scale of pay given to women teachers. The reason for the reverse being the rule in schools for Europeans is that the women teachers are paid less than the men.

IV—General Development.

Collegiate Education.

143. There is no recognised College specially reserved for women. But there were 449 women studying in Colleges for men, against 258 in 1921-22. Of these, 382 were in Arts Colleges and 67 in Professional Colleges.

144. The number of women who passed the various University examinations during the quinquennium was as follows :—

University Examinations.

M.A.	M.Sc.	B.A. (Hons.)	B.A. (Pass)	B.Sc. (Pass)	LL.B.	Intermediate Arts	Intermediate Science	M.B. B.S.	B.T.	Matriculation or School-leaving Examination
20	3	100	37	10	2	203	49	46	16	761

The Indian Women's University.

145. In 1916 a Women's University was established in Poona, mainly on the initiative of Professor Karve of the Hindu Widows' Home Association, with a view to providing facilities for education in the vernacular up to the University standard, suited to the needs and requirements of women. A College was started by the Hindu Widows' Home Association in 1916 with four students, at Hingne Budruk, near Poona. The Association also opened a High School and a Training institution for Primary school teachers. These institutions were affiliated to the University. In 1920, owing to the generosity of Sir Vithaldas Thackersey, the University took over the management of the three institutions. There are at present three colleges (at Poona, Baroda, and Ahmedabad), 15 schools, and one training school affiliated to the University.

The Colleges.

146. The College course is one of three years, and the courses of study are so framed that graduates shall, in addition to proficiency in the Vernacular, English, and one other optional subject, possess a general elementary knowledge of History, Sociology, Domestic Economy and Hygiene, Psychology, and Child-study. The list of optional subjects includes Classical Languages, Physical and Natural Sciences, Mathematics, Comparative Religion, History and Economics, Ethics and Philosophy, Pedagogics, and the Fine Arts of Music and Painting.

Students who have studied privately are also allowed to appear for the University examinations without keeping terms and the compartment system of examination is followed. It would appear that the standard of the degree (G.A.) examination is about equal to that of the Intermediate examination of the Bombay University.

There are at present 40 women taking higher courses in the three affiliated Colleges. The number of women who graduated in 1927 was 12, against 8 in 1922. Since the foundation of the University 42 women have graduated. Of these, 30 had Marathi and 12 Gujarati as their vernacular.

For those who wish to study further the University have recently instituted the degree of Professor in Arts, or Pradeyagama.

High Schools.

147. Affiliated to the University there are 8 High Schools and 7 Middle Schools, with about 1,000 pupils, of whom 325 are in the High School at Poona.

The normal period required for the completion of the Primary and Secondary courses is 9 years, against 12 years in the ordinary schools. The recognised schools are given considerable latitude in the framing of their courses, but all schools work up to the standard of the syllabus prescribed by the University for the School Final examination. Candidates for this examination are required to pass in the Vernacular, History, Domestic Economy and Hygiene, and any two optional subjects. Education is one of the optional subjects, and a candidate who offers Education as her optional subject is exempted from taking a second voluntary subject. For admission to a College the candidate, in addition, has to pass in English. The compartment system of examination is followed and the standard of the examination would appear to be considerably lower than that of the School-leaving examination of the Bombay University, especially in English.

Normal School.

148. Mention has been made of the Normal school for Primary Teachers recognised by the University. Admission to this school, which is known as the Adhyapika Shala, is after the completion of standard V, and the course of training is one of three years. The candidate for a diploma has to take the compulsory subjects for the School Final examination, with Education (Theory and Practice). The question of the recognition by the Educational Department of the Diploma given by the University is under consideration.

Recognition of the University.

149. The University has so far abstained from applying for recognition of the degrees granted by it and of the institutions affiliated by it. The Registrar writes—

"What the University wants scrupulously to guard against is its "academic freedom of framing curricula and conditions of examination "and would welcome Government recognition on this basis. Recently "the Senate has passed a resolution urging on the Syndicate the "necessity of exploring all possible ways of getting some sort of recog- "nition from Government and other Universities provided such recog- "nition does not curtail its liberties to frame courses, etc., and does in "no way violate the first principles for which the University was "started. The want of recognition is no doubt considerably hampering "the work of the University, at least so far as the number of students "attending its schools and Colleges are concerned. Generally there "is a tendency to go in for the recognised certificate, for that has an "economic value and it secures the students admission to professional "course particularly the medical."

150. The following table shows the number of Secondary schools for girls and the girls attending Secondary schools (including those for boys):—

Secondary Education.

	Schools		Pupils	
	1921-22	1926-27	1921-22	1926-27
For Indians	60	66	8,675 (1,453 in Boys' schools.)	10,799 (1,694 in Boys' schools.)
For Europeans ..	23	21	2,491 (263 in Boys' schools.)	2,732 (328 in Boys' schools.)
Total ..	83	87	11,166 (1,716 in Boys' schools.)	13,531 (2,022 in Boys' schools.)

Of the 13,531 girls, 2,481 are Europeans, 3,637 Indian Christians, 3,473 Advanced Hindus, 290 Intermediate and Backward Hindus, 232 Muhammadans, 2,962 Parsis, and 456 others.

The Inspectress of Girls' Schools, C. D. and B. D., reports —

"There are few changes to report in Secondary Education except "the increasing numbers attending the High Schools and Anglo-"Vernacular Schools, and even joining the higher classes of the Boys' "High Schools, where girls' schools are not available. The desire for "English education is certainly growing as shown by the constant "requests for higher standards in the 3 Anglo-Vernacular Schools "at Thana, Nagar, and Nasik, and also the many new Anglo-Vernacular "Schools and English Classes being opened in various towns by Societies "connected with Karve's University and also by the Seva Sadan."

The number of successful candidates in the School-leaving Examination increased from 128 to 163. I have, in para. 136 of this chapter, referred to the Poona High School for Indian Girls. Nearly every year girls from this school carry off one of the University prizes. In 1923 Kamala Ukidve halved the Second Jagannath Shankarshet scholarship in Sanskrit; in 1925 Sita Deshpande gained the Dalvi scholarship for the same subject, and Godu Pawar the Dhamnaskar scholarship. In 1926 Venu Abhyankar topped the list of successful candidates at the School-leaving Examination in the whole Presidency and also won several prizes. Miss Fielding, the Lady Superintendent of the School remarks—

"On the whole the work throughout the school is carried on up to "date lines due almost entirely to the high standard brought back by "the teachers who are trained at the Secondary Training College. "In many cases they are a source of inspiration to the young untrained "teacher as well as to those who have been teaching for many years "and who are still keen enough to try and keep themselves alive. "Both types of teachers utilize their free periods, when possible, in "listening to lessons given by those who are fresh from the Secondary

"Training College, and in this way a very good spirit prevails in the "school. The style of teaching has much improved; teachers with "few exceptions are no longer glued to their chairs throughout the "teaching hours; there is more originality in the work done, and "far greater attention is paid to neatness and good style in all written "work."

The following table gives the number of Secondary institutions, including European schools, by management :—

——	Government	Board	Aided	Unaided	Total
1921-22	7	..	69	7	83
1926-27	6	3	69	9	87

Of the 6 Government schools, one is a High School (at Ahmedabad) with 202 pupils. The High School for Indian Girls at Poona is classed as an aided institution. It is managed by the Maharashtra Girls' Education Society, though Government contribute almost the whole of the funds.

Fifteen schools throughout the Presidency are affiliated to the Poona Women's University. Some of these are recognised by the Department. A special feature of these schools is that they use the vernacular as the medium of instruction for all subjects except English throughout the school course. Miss Payne, the Inspectress of Girls' Schools for C. D. and B. D., while writing about these schools remarks—

"Though the standard of English in these institutions is not high, "they are very admirable for the great simplicity of all their equipment "and for the self-sacrificing devotion of their workers. They are also "quite advanced in many ways—Children's libraries are much stressed "in all those I have visited, and the Kanyashala, Satara, has even "introduced Namaskar exercises for half an hour daily in every class."

Primary Education.

151. The number of Primary schools for girls rose from 1,438 to 1,535, and the number of pupils in them from 104,721 to 133,243 (130,356 girls and 2,887 boys). Excluding the number of boys in girls' schools, and including the number of girls in boys' schools, the total number of girls comes to 198,604, against 160,449 in 1921-22, or an increase of 23·8 per cent. The following table shows the distribution of girls' Primary schools and of girls attending them, by management :—

——	Schools		Pupils	
	1921-22	1926-27	1921-22	1926-27
Government	8	5	1,093	936
District Local Board ..	603	674	33,309	39,137
Municipal	402	509	42,649	65,334
Aided	411	335	25,764	26,522
Unaided	14	12	1,906	1,314
Total ..	1,438	1,535	104,721+60,076 Girls in Boys' schools.	133,243+63,246 Girls in Boys' schools.

Of the total number of girls in Primary schools, one is European, 7,007 Indian Christians, 73,761 Advanced Hindus, 59,715 Intermediate Hindus, 14,542 Backward Hindus, 38,779 Muhammadans, 3,975 Parsis, and 824 others.

The Educational Inspector, N. D., reports—

"There is a great demand for girls' schools, but owing to the financial "stringency no new schools are opened and girls learn with boys. But, "if there were separate girls' schools, the number of girls in schools "would show a greater increase. Grown-up girls, especially in villages, "do not like to sit with boys and the parents also do not like the "idea."

Miss Payne, the Inspectress of Girls' Schools, C. D. and B. D., remarks—

"In the Municipal schools everywhere, the infant classes still continue "to be given to the most inexperienced teachers on the staff. School "buildings are more often than not insanitary and very deficient in "both ventilation and lighting. Again and again I have been in "schools where I could hardly see to write at 5 p.m., others where the "children have to sit in the verandah or round the door to see to sew at "any time of the day while in others again the floors ooze moisture in "the monsoon, and yet in the same towns one almost invariably sees "really well built boys' schools."

Vernacular Final Examination for Girls.

152. A separate Vernacular Final Examination for girls has been instituted. The Examination is controlled by a central committee in each Division consisting of the Educational Inspector, the Inspectress of Girls' Schools, the Lady Superintendent of the Training College for Women, and two representatives of Recognised girls' schools. A special course has been prescribed for the examination. The Examination was held for the first time in the Presidency proper in 1924 and in Sind in 1925. The results of the Examination are given below :—

	1924-25			1925-26
	Number appeared	Number passed	Percentage of passess	Number appeared
Vernacular Final Examination.	873	452	51·9	1,039
Urdu Final Examination ..	42	24	57·1	44
Total ..	915	476	52·0	1,083

	1925-26		1926-27		
	Number passed	Percentage of passes	Number appeared	Number passed	Percentage of passes
Vernacular Final Examination.	602	57·9	1,479	678	45·8
Urdu Final Examination ..	24	54·5	41	12	29·3
Total ..	626	57·8	1,520	690	45·4

The institution of this examination has given a great impetus to the education of girls by providing a goal, with the coveted certificate, for which to work. I have quoted (in para. 136 of this chapter) the remarks of the Educational Inspector, B. D., regarding this examination.

Professional Education.

153. It has already been stated that there are 67 women studying in Professional Colleges. Of these, 57 are in Medical Colleges, 3 in Law Colleges, and 7 in the Secondary Training College, Bombay. There are also 666 girls in Training institutions, 4 in the Midwifery School at Hyderabad, Sind, 55 in Medical schools, 65 in Commercial schools, and 562 in other special schools, mostly Training institutions.

Industrial and other Vocational Schools.

154. Apart from the instruction in needle-work and similar subjects ordinarily given in the schools, there were 8 special institutions for the industrial and vocational training of girls, with 379 pupils. Of these, three, with 71 pupils, are in Sind, and the rest, with 308 pupils, in the Presidency proper. Embroidery and tailoring are among the subjects chiefly taught in these schools. One hundred and ninety-nine girls of the Criminal Tribes Schools are receiving rudimentary industrial education.

Teaching of Adults.

155. The work-room classes of the Seva Sadan have 138 pupils. This institution, which has branches at Bombay and Satara, is distinguished by the variety of its activities. It has Vernacular and English classes, work-room classes, music classes, and classes for training of nurses and midwives, with hostels attached to them. With regard to the work done in these classes, the Inspectress writes—

"The social and medical work of the Seva Sadan is meeting a very "great need, and will do much to promote the physical condition of "the women and girls of the future, while their industrial classes "and grown-up women's classes, held after midday, when the Hindu "woman is most free from her household duties, give opportunities "to those who would never have had them otherwise. Their English "classes and classes for the training of teachers are also a real help "to many."

The three years' course of instruction in needle-work started in Sind in the previous quinquennium had to be abandoned as it did not prove a success. The Inspectress reports—

"The course which has been substituted is very much simpler. It "lays down a certain minimum standard which the women in the "institutions must attain each year in order to be eligible for "Government grant.

"These schools serve a very useful purpose in raising the status and "self-respect of destitute women, many of whom are incapable of "attaining any high standard of literacy. Those who are found to be "intelligent are given special instruction in the 3 R's, and eventually "are sent to a Training College to be trained as teachers.

"The chief problem in all these institutions is to find a market for "their work. The C. E. Zenana Mission, which caters for a "European market, has met with great success, but the remaining "institutions still experience some difficulty in disposing of their work, "and have often to let it go at much less than its market value.

"About 18 months ago an interesting experiment was started in the "Parsi community. A rich Parsi gentleman, Mr. Fakirji Cowasji, "conceived the idea of starting an industrial school for poor Parsi "Women and Girls. He was fortunate in having a very capable "organizer at hand in the person of Mrs. Dhalla, the wife of the High "Priest, Dr. Dhalla. This Lady had travelled in England and America "and had made a study of certain industries there. On her advice "machinery to the value of about Rs. 60,000 was purchased, and a "school started. The work done consists of beautiful stencils on "voiles and silks of various types, of embroidery and hem-stitching, "etc., all worked by machines. The machines themselves are worked "by Electric power. The stencil designs are cut out by the pupils by "means of electric drills and the stencil colours are made fast by a "process of steaming after they have been applied to the fabrics.

"No instruction is given in the 3 R's but every pupil is bound to "spend 1½ hours each day learning to cut out and sew and embroider "garments by hand. The institution employs from 30-40 women at "present and expects to increase this number largely when their own "building is constructed. The recurring expenditure amounts to over "Rs. 12,000 a year, a small part of it is met from sale-proceeds, the "deficit is made good by its founder, but, once it has established its "market, the school ought to be able to meet a large part of its "expenditure."

The following extract from the report of the Educational Inspector, B. D., shows the position in regard to the special education of women and girls in Bombay :—

"There are seven special classes in Bombay City for young women "and girls, which are included in the Grant-in-aid list. Two of these "classes, which give training in Domestic Arts, are under the auspices

"of the Parsi Girls' Schools Association. The other five special classes "are as follows :—

"The Seva Sadan Home Classes, a Special Class for Married Ladies "under Mrs. Nikambe, a Work-room under the auspices of the Union "Christian Missions, and the class for training women to be primary "teachers under the Vanita Vishram Society. The work done in "the Domestic Arts Classes is both beautiful and useful, and the prac- "tical work done by the pupils helps to make the young women useful "and economical in the home.

"The Seva Sadan Home Classes and Mrs. Nikambe's Class give an "education in English to young women who have passed the school "going age, and if only the pupils would be more regular in attendance, "they would derive much real benefit from these classes."

There are various other institutions, especially those in Bombay, Surat, Broach, and Ahmedabad, for the instruction of women in Sewing, Knitting, First Aid, Hygiene, Domestic Economy, Cookery, Music, etc.

Exhibition of handwork.

156. An exhibition of Handwork done in Girls' schools and in the Training Colleges for Women was held in Poona in 1926, with the Rani of Sangli as President. In my opening remarks I said—

"The aim of the exhibition is in the first place educational—to "encourage hand-work of all kinds in the schools. Considerable "attention has for some time past been paid in our schools to this "method of education, and I recently had the pleasure of paying a "visit to an extremely interesting exhibition of hand-work done in "the Primary schools of the Poona Municipality. You may be "interested to hear that in the display of educational work at the "Wembley Exhibition of 1924 the exhibits sent from this Presidency "were admitted to be better than those from any other Province "of India.

"But, while the object of the Exhibition is mainly eductional, its "promoters desire to lay stress on the need for the recognition of "aesthetic values. We feel that every article made by a girl or boy "should so far as possible aim at being beautiful. And here I should "like to say a word. Indian Art, that has long been neglected by those "who might have been expected to recognise its claims, is now coming "into its own. Recently in Bombay was held a most successful "exhibition of Indian textiles and paintings and the public were shown "a magnificent collection of Indian works of Art. There is a growing "recognition of the beauty of old Indian designs and patterns. Is it "too much to hope that the schools will join in the movement to "rescue from oblivion before they are finally lost sight of some of "the old indigenous methods of decoration, especially in embroidery "work? Among the many specimens of work collected at this "Exhibition you will see attempts in this direction. May I be allowed "to express a hope that this exhibition may lead to a wider

"recognition of the claims of Indian Art by those who guide the work "of the schools?"

157. It has already been stated that 75,602 girls read in boys' schools.

Co-education.

158. Almost all the Secondary schools follow the Departmental curriculum based on the University School-leaving Examination. This examination provides for Domestic Science for girl candidates, and this is accepted as an equivalent for Science for Matriculation purposes. But the value of the concession is largely destroyed by the fact that all are required to take Physics in the First Year Arts Course. Every encouragement is given to schools to adopt alternative curricula, but very few schools choose to do so.

Secondary Curriculum.

The Educational Inspector, B. D., remarks—

"There is a lack of suitable subjects for girls in the syllabus for boys "and hence there is a tendency towards the appreciation of the curri- "culum of Poona University for Women, which includes useful subjects "like music, sewing, knitting, domestic science, cookery, nature study, "etc.

"The time that a girl can spend at school is limited, while the "subjects she has to study are many and varied. A shorter and a "more useful course is, therefore, needed for girls."

The Inspectress of Girls' Schools, Bombay and N. D. reports—

"The Committee of the Girls' School in Broach is planning to alter "their syllabus of studies, as they realise that the Parsi community "does not look with favour upon their girls studying only for entrance "into the University, so the new syllabus provides for girls being given "special teaching in needle-work, embroidery, cutting out, music, "drawing and English, which will give them a useful and practical "training."

The Inspectress of Girls' Schools in Sind reports—

"All the schools have now adopted the Domestic Science Course, "but so far only two have attempted to make the course a really practi- "cal and useful one—The Mama Parsi Girls' High School and the "Kundanmal Girls' High School. In these two schools Domestic "Science in all its branches is being taught, and in the former especially "a very sound and useful knowledge of the subject is being given to "the girls. Every effort is made to make the subject as practical as "possible—even to the point of obtaining the loan of babies to be bathed "and dressed. The subject is, I think, the most popular one in the "curriculum with most of the pupils and they all appear thoroughly "to enjoy their classes and to take a real interest in their work.

"The remaining schools have adopted the course in theory, but only "the minimum of practical work required by the examination is done, "the subject taken usually being needlework."

159. With regard to the teaching of Nature Study in schools Miss Payne writes—.

Nature Study.

"Nature Study of a sort is taken in every High School "and Anglo-Vernacular School, but very often it is nothing "more than learning the subject matter of the prescribed "books of the Longman's series, taken sometimes with an "object, but more often as a book lesson only. The prescribing "of these books as class text-books is largely responsible for "the subject becoming altogether lifeless—the very fact of "having text-books encourages the teachers to prescribe certain "pages for each lesson, the teacher also depending for all necessary "information as supplied in these books. Nature Study requires no "text-books for the use of the class; observations made from the "study of the natural object, and notes and drawings of these obser- "vations, are all that is required, beyond of course good reference books "for the use of the teacher. This idea of Nature Study is growing in "some schools and training institutions such as the High School for "Indian Girls, Poona, St. Andrews Anglo-Vernacular School, Poona, "and U. F. C. Training College for Women, Poona, and the S. P. G. "Normal Class, Ahmednagar. It is best developed in the Training "College for Women, Poona, which does very good work. Very "good work is also done in the Kindergarten Training School, "Sholapur, where the students go for a Nature ramble at least "twice a week, and keep most interesting books of their observations. "The Nature Study Club, Poona, is helping largely to promote a real "understanding of, and love for Nature Study. Dr. Burns has been "the President ever since its inception in 1924, and the Club owes most "of its success to the time and trouble he has given to it, also to the "kind help of some of the staff of the Agricultural College. The Club "began with a quarterly meeting only, now meetings are held monthly, "one month being a Nature Study ramble and the other an indoor "meeting, to which members bring interesting objects for discussion "or information. The latest development is a tiny magazine called "'Out-of-Doors' edited by Dr. Burns.' The membership was at first "limited to the English speaking staff of girls' schools only—it has now "been thrown open to Boys' schools also."

160. The Primary curriculum as revised during the previous quinquennium is still followed. It consists of an Infant Class and six Standards, and leads up to the Vernacular Final examination for Girls. As explained in the Chapter on Primary Education (para. 82), the two highest standards (V and VI) would be classified as Secondary in any other Province. In addition to the ordinary subjects, Domestic Economy, Needlework, Nature Study, School Gardening, Drawing, and Handwork are prescribed as optional subjects. Music is a popular subject in all schools, both Secondary and Primary.

Primary Curriculum.

161. Drill of some kind is taken in most of the schools, though, for want of knowledge, it is often very faulty, and lack of open space often makes it difficult. Wherever space allows, indigenous games are usually played. A number of women teachers received training at the special class for training teachers conducted by the Y. W. C. A. in Bombay with a special grant from Government. It was proposed to provide similar training for the teachers of the mofussil schools, but Government were unable to provide the funds. Miss Payne writes—

Physical Education.

"In the past few years a very definite advance was made—the teachers "who had the benefit of the two short Drill Courses of 14 days each, "held in Poona in 1923 and 1924, continue to do very good work. "Swedish Drill, and in many cases organised games also, are taken in "nearly all the High Schools and girls' Anglo-Vernacular Schools. "But very few indeed of those who are now in charge of this work have "had any regular instruction in the subject, beyond the two short "courses above referred to, and therefore, if physical instruction of any "value is to be kept up in the schools, the teachers need constant "refreshing, and the new teachers who come in year by year "themselves need teaching. Unless the Department can have the "services of a fully-trained full-time, or even part-time, Physical "Directress, the ground that has been gained will, sooner or later, "be lost."

The Mama Parsi Girls' School in Karachi has a well-planned course of exercises.

During the quinquennium the Girl Guide movement has grown in popularity and a number of schools now have Girl Guide companies attached to them. At the end of the quinquennium there were 150 Guide companies and 3,787 Guides of all ranks. One of the Guides belonging to the Mama Parsi Girls' School, Karachi, gained the distinction of the gold cord, a distinction which, the Inspectress reports, has never before been won by any Guide in India. Regarding this movement and other movements of the type Miss Payne writes—

"Wherever Guide Companies have been formed in the High Schools, "Anglo-Vernacular Schools, and Training Colleges for Women, the "heads of the institutions testify to the splendid character-forming "work of the movement.

"In very many of the Poona schools, the children's Guild of Service "is doing good work in encouraging children to help other children less "fortunately circumstanced than themselves. Other interesting "movements are the Life-saving Guards and Sunbeams, which are "the Salvation Army adapation of the Guides and Blue Birds. The "Salvation Army Primary Girls' School at Satara has a company of "both Life-saving Guards and Sunbeams."

Training of Teachers.

162. There is no separate institution for training Indian women as teachers for Secondary schools. They are admitted to the Secondary Training College, in which seven women were studying in 1926-27. A lady has been appointed to the staff of the College. There are 15 Training institutions for the training of women teachers in Primary schools, with 609 women under training in them. Further remarks on Training institutions for Indian women will be found in paras. 101 and 109 of Chapter VIII, while an account of the institutions for the training of teachers in European schools is given in Chapter XIII.

Teachers.

163. It is commonly said that the chief obstacle to the progress of the education of girls is the lack of women teachers. This is true to a limited extent only. There is no dearth of fully qualified teachers either for Primary schools or Secondary schools in the large centres. The difficulty is to find women who are willing to serve in the villages.

The following table gives details of the qualifications of women teachers in Primary Schools for girls :—

Division	III year	II year	I year	Total trained
Bombay Division	228	95	109	432
Percentage to total ..	28·4	11·8	13·6	53·8
Central Division	132	72	134	338
Percentage to total ..	22·1	12·1	22·5	56·7
Northern Division ..	298	104	160	562
Percentage to total ..	39·2	13·7	21·1	74·0
Southern Division ..	122	100	143	365
Percentage to total ..	23·7	19·4	27·8	70·9
Sind	61	68	58	187
Percentage to total ..	17·0	19·0	16·2	52·2
Total ..	841	439	604	1,884
Percentage to total ..	27·8	14·5	19·9	62·2

Division	Qualified	Unqualified	Total untrained	Grand total
Bombay Division ..	160	211	371	803
Percentage to total ..	19·9	26·3	46·2	100·
Central Division	170	88	258	596
Percentage to total ..	28·5	14·8	43·3	100·
Northern Division ..	172	25	197	759
Percentage to total ..	22·7	3·3	26·0	100·
Southern Division ..	84	66	150	515
Percentage to total ..	16·3	12·8	29·1	100·
Sind	61	110	171	358
Percentage to total ..	17·1	30·7	47·8	100·
Total ..	647	500	1,147	3,031
Percentage to total ..	21·3	16·5	37·8	100·

164. While in other countries a woman doing the same work as a man is usually paid less than a man, in the case of Indian women teachers the reverse generally holds good. A woman graduate in Government service starts in a Secondary school on Rs. 100, whereas a man of the same qualifications starts on Rs. 70. A woman under-graduate starts on Rs. 55, while a man of the same qualifications starts on Rs. 45. This is in itself an obstacle to the employment of women teachers. The scale of pay of women graduates in Secondary schools is Rs. 100—5—120—efficiency bar—5—140—10—200, with selection grades of Rs. 200—10—250 for 15 per cent. of the cadre and three special posts of Rs. 250—10—300; that for under-graduates is Rs. 55—5—75—efficiency bar—5—150, with a proviso that specially qualified women may be promoted to the scales laid down for graduates to the extent of not more than 10 per cent. of the women's cadre.

Pay.

In the Primary schools the initial pay and subsequent increments for trained men and women teachers are the same. The scales of the different classes of teachers were revised in 1924. They are as under :—

First year—Rs. 30—$\frac{1}{2}$—35—$\frac{1}{2}$—40.

Second year—Rs. 35—$\frac{1}{2}$—45—1—50.

Third year—Rs. 40—$\frac{2}{3}$—50—1—60.

In Sind the minima and the maxima of these scales are higher by Rs. 5.

In addition to these scales, special allowances, ranging from Rs. 5 to Rs. 25 according to the size of the school, were sanctioned in 1925 for Head Mistresses and first assistants. Further remarks on the scales of pay for Primary teachers will be found in the chapter on Primary Education.

These scales of pay are applicable to all Primary teachers who held permanent posts in the service of Government, District Local Boards or Municipalities on 30th June, 1923. Under the Primary Education Act it has been left to the Local Authority to fix suitable scales of pay for teachers appointed after that date, subject to the approval of Government.

165. During recent years certain concessions have been made for women members of the Inspecting staff and for women teachers. For a certificate of physical fitness women teachers are allowed to appear before a lady doctor or before an Inspectress. Maternity leave on full pay is allowed to all women teachers. The children of women school teachers are allowed free education in Government and aided schools. Special scholarships have been instituted to encourage qualified women to go in for medical training. The daughters of midwives are given special scholarships to encourage them to study in schools.

Special concession.

166. In Primary schools a large number of scholarships are awarded to girls by District Local Boards and Municipalities, the value of each varying from a few annas to Rs. 5.

Scholarships.

In Sind 30 scholarships of Rs. 3 each, and 40 scholarships of Rs. 10 each for girls in Primary schools, and 20 scholarships of Rs. 15 each for girls in standards V and VI of the Practising School attached to the Training College for Women, Hyderabad, are given by Government. In addition to these there are 30 special scholarships of Rs. 3 each for Muhammadan girls.

In Secondary schools 35 scholarships of Rs. 5 each have been specially sanctioned for girls in Sind. Moreover girls are eligible for the large number of open and special scholarships awarded in Secondary schools. No special scholarships are reserved for girls in Colleges. They are, however, eligible for all the open and special scholarships awarded in Colleges.

CHAPTER XIII.

Education of Europeans.

167. European education forms a Reserved subject.

European schools follow a special curriculum and are governed by the Code of Regulations for European Schools. They are intended principally for European boys or girls of pure or mixed descent, but are allowed to admit a certain proportion of non-Europeans. The limit for such admissions, which was formerly fixed at 20 per cent. of the total number on the rolls, has now been extended to 30 per cent.

Schools which exceed this limit are in this Presidency styled English-teaching schools and are governed by the rules of the ordinary Grant-in-aid Code. These schools are more closely allied to Anglo-Vernacular schools and have therefore been treated along with Anglo-Vernacular schools in the chapter on Secondary Education.

168. No schools can be regarded as being conducted on a sound economic basis unless they maintain full classes. It is difficult for schools in small places to do this, especially in the higher standards. It is, therefore, clear that, if schools at smaller centres would agree to confine their efforts to maintaining the lower standards, much economy could be effected. With this purpose in view the Scottish Education Society succeeded in 1922 in bringing about an amalgamation of their schools with the Cathedral and John Connon High Schools, reducing the Scottish Education Society's High School to the status of a Primary school. Negotiations for a further amalgamation are in progress.

Concentration.

A reference was made in my last Quinquennial Report to the amalgamation of the Indo-British Institution with the Bombay Education Society's school as a means of securing greater economy and improved efficiency. The amalgamated Society further decided to remove their schools to the more salubrious climate of Deolali near Nasik, leaving behind in Bombay a mixed High School. The new schools were named the Barnes Boys' and Girls' High Schools, in memory of Archdeacon Barnes of Bombay, the founder of the Society in 1815. They were opened by His Excellency the Governor in 1925. They occupy an area of over 200 acres, which was acquired for the Society by Government. The buildings, equipment, etc. were originally estimated to cost about Rs. 30 lakhs. So far a sum of some Rs. 18 lakhs has been spent, Government having made a loan of Rs. 7 lakhs, on certain conditions.

The schools are well staffed and well equipped. The buildings were designed to accommodate 600 pupils. They now contain 200 boys and 150 girls. These schools are the nearest approach in this Presidency to the public schools of the West. They are entirely self-contained, by far the majority of the children are boarders, and the staffs of both schools are resident.

The improvement in the health of the children owing to the climate of Deolali and the open air life is most marked and malaria germs have been practically eliminated.

The Girls' Schools teach the full High School course and also have a special class in Domestic Science—a branch of education which it is hoped to develop in the near future.

Higher Education.

169. There are 27 Europeans in Arts Colleges and nine in Professional Colleges, as against 34 and 12 respectively in 1921-22. There are no separate Colleges for Europeans.

Management.

170. Of the 39 European schools 30 are maintained by Missionary bodies and nine by various Railway Companies. The following table gives the details :—

Management	Number of schools
Roman Catholic Missions	10
Church of England	15
Church of Scotland	1
Zenana Bible and Medical Mission	2
Society of St. John the Evangelist	1
Methodist Episcopal Mission	1
Railway Companies	9
Total ..	39

The two European schools at Mt. Abu have been excluded from the statistical returns since 1924-25. They, however, as a matter of convenience, continue to be inspected by the Inspector of European Schools for this Presidency.

Number of Secondary Schools and Pupils.

171. There are eight High Schools for European boys and 13 for girls, and six Middle Schools for boys and eight for girls. The following table compares the position with that at the end of the previous quinquennium :—

		Schools			Pupils		
		1921-22	1926-27	Increase or decrease	1921-22	1926-27	Increase or decrease
High Schools for	Boys ..	9	8	−1	1,382	1,510	+128
	Girls ..	14	3	−1	2,332	2,523	+191
Middle Schools for	Boys ..	6	6	..	301	373	+ 72
	Girls ..	9	8	−1	443	426	− 17
	Total ..	38	35	−3	4,458	4,832	+374

The decrease in the number of schools was due to the closure of the Pensioners' School, Poona, the League of Mercy's Home School, Nasik, and the European School, Manora. Of the total number of pupils in European Secondary schools, 3,794 were Europeans and 1,038 Indians, as against 3,729 and 729 in 1921-22. The percentage of Indians to the total number of pupils in all kinds of European schools was 21·3, as against 16·4 in 1921-22. European pupils in all classes of schools

(European, English-teaching, and Anglo-Vernacular) numbered 4,819, of whom 2,225 were boy and 2,594 girls.

172. Besides these schools, there are three Training institutions for women, an account of which is given in para. 176.

Special Institutions. The University Settlement and the Catholic Women's Hostel, which are meant chiefly for women attending collegiate institutions in Bombay, amply fulfil the purpose for which they are intended.

The Commercial classes of the Young Women's Christian Association in Bombay, which provide for instruction in Shorthand, Typewriting, Book-keeping, and Commercial Correspondence, had 32 pupils on their rolls as against 25 in 1921-22. Girls who have completed the course, which extends over a year with an examination at the end, readily obtain employment with business firms.

By arrangement with the Post Master General the Barnes Boys' High School, Deolali, conducts a Telegraph class in which boys are prepared for the Government Telegraphic Service. The course extends over a period of two years and consists of instruction in telegraphy, the setting up of telegraphic instruments, and a general knowledge of the rules governing the working of a telegraph office. Nineteen boys are at present being trained in the class.

173. The total expenditure on European education rose from Rs. 13,37,460 to Rs. 15,03,131, which was met as follows :—

Expenditure.

	Rs.
Government grants	5,35,632
Fees	6,26,359
Other sources	3,41,140
Total ..	15,03,131

The following table shows the average cost of educating a pupil in a European Secondary school and the sources from which the cost was met :—

	1921-22		1926-27	
	Cost	Percentage to total	Cost	Percentage to total
	Rs.		Rs.	
Government grant	66·3	37	78·3	39
Fees	64·9	36	75·1	37
Other sources	48·3	27	48·2	24
Total ..	179·5	100	201·6	100

174. In addition to maintenance grants and the various Imperial grants, special War grants are awarded to children of European and Anglo-Indian soldiers (combatant or non-combatant) who died or were incapacitated while on active service. Grants amounting to Rs. 14,868 were paid to 31 boarders and 5 day scholars as against Rs. 12,990 for 22 boarders and 16 day scholars paid in 1921-22.

War grants.

175. The following table compares the number of teachers in European schools:—

Teachers.

—	Trained	Untrained	Total
1921-22	187	191	378
Percentage to total	49·5	50·5	100
1926-27	219	168	387
Percentage to total	56·6	43·4	100

More trained teachers are needed in many schools. Efforts are being made by some of the larger schools to attract trained teachers from England. The amalgamation of the schools referred to in para. 168 has to a certain extent enabled higher salaries being paid to teachers. A few schools have started a Provident fund for the benefit of their teachers.

The pay of the Head Master of a European school ranges from Rs. 400 to Rs. 1,400 and that of a graduate assistant master from Rs. 250 to Rs. 350. A trained undergraduate teacher gets from Rs. 120 to Rs. 250, while the pay of a trained assistant mistress ranges from Rs. 100 to Rs. 350.

176. There are no European Training institutions for men in this Presidency. Of the three Training institutions for women, the St. Mary's Training College, Poona, and the Convent Normal Class, Bombay, prepare students for the Secondary Teachers' Certificate, the Oxford Higher Local, and the Kindergarten Examinations conducted by the Department, while the Normal class attached to the Queen Mary High School, Bombay, prepares for the S. T. C. examination only. There were 57 women in these institutions as against 44 in 1921-22. Fourteen stipends of the value of Rs. 40 per mensem are paid by Government to resident students under training at the St. Mary's Training College and the Convent Normal Class.

Training of Teachers.

Some of the European Secondary schools prepare candidates for the Secondary Teachers' Certificate Examination. Of the 37 teachers who appeared for the examination in 1926, seventeen were awarded certificates.

Examinations.

177. The Departmental examinations, on the results of which scholarships were formerly awarded, were discontinued at the beginning of the quinquennium. Scholarships are now awarded on the results of the Cambridge Local Examinations, which are held at Bombay, Poona, Panchgani, Deolali, Mt. Abu, and Karachi. The following table gives the results of these examinations for the last five years :—

Year	Cambridge Local Certificate		Junior		Preliminary	
	Number appeared	Number passed	Number appeared	Number passed	Number appeared	Number passed
1922	98	45	155	69	121	80
1923	90	51	154	83	98	63
1924	92	45	143	89	103	57
1925	121	67	178	77	137	69
1926	118	51	168	62	98	59

The Oxford Local Examination is now held in place of the Cambridge Higher Local Examination, which was abolished by Cambridge University in 1923.

The Departmental Kindergarten examination, which was introduced in 1919, has been approved by the National Froebel Union, and candidates possessing the certificate are exempted from taking Part I of the Higher National Froebel Union examination held in Great Britain. To enable candidates from the Punjab to appear for the examination a centre was opened at Murree in the same year. The Madras Government have recently sanctioned the opening of a centre for the examination, but no candidates have yet appeared from that Presidency.

Scholarships.

178. The High and Middle School scholarships have been replaced by the "Senior" and "Junior" scholarships. The value of the Senior scholarship has been raised from Rs. 20 to Rs. 30 per mensem and the total number of Senior scholarships increased from 3 to 5 and that of the Junior scholarships from 7 to 10. The Senior scholarships are tenable for four years in a college affiliated to the Bombay University or in an approved technical, commercial, or professional institution, while the Junior scholarships are tenable for two years in a European High School, or for a recognised course of study not exceeding five years in a technical or professional institution. Of the 20 Senior scholars two are in the Sydenham College of Commerce, one is attending the Batliboi's Accountancy Training Institution, Bombay, and the remaining seventeen are studying in Arts Colleges.

The total expenditure on these scholarships amounted to Rs. 8,018 in 1926-27 as against Rs. 6,968 in 1921-22.

Hostels.

179. There are 9 Boys' schools and 16 Girls' schools with boarding-houses attached to them. There were 707 boys and 1,014 girls in the hostels as against 960 and 1,559 respectively in 1921-22.

The monthly cost per boarder (including boarding and other charges, school fees, etc.) varies from Rs. 30 to Rs. 60 according to the type of school.

Grants amounting to Rs. 1,06,473 were paid in 1926-27 to orphans and destitute children, of whom 655 were boarders and 218 day scholars.

Medical Inspection.

180. Arrangements for medical inspection exist in all European schools. The Barnes High School, Deolali, the St. Mary's High School, Bombay, the Kimmins High School, Panchgani, and the Convent Schools at Poona, Panchgani, and Bandra, have hospitals attached to them.

Religious and Moral Instruction.

181. With the exception of Railway schools practically every European school in the Presidency is conducted by a Religious Order or Society or has a Cleric as Head or attached as Chaplain.

Physical Training and Games.

182. Mr. Miller, the Inspector of European Schools, reports—

"Games, sports, boxing, etc., continue to form a most important "part of the curriculum of schools, both girls' "and boys', and in many schools the standard "of play is high. The play-grounds however of "most schools are inadequate and in some cases non-existent but this "does not appear to deter the children from play.

"Drill of various kinds, principally Swedish, is taught in all "schools and where the teacher has been through a course of training "the drill is particularly good. I feel that it would be advantageous "if more trained drill and games teachers could be appointed. If a "single school were unable to appoint such a teacher perhaps a "group of schools could afford one.

"Special Physical Training Classes continue to be held at the "Young Women's Christian Association and they are attended by "lady teachers from schools in Bombay and Bandra. During the "year 1926-27, 22 teachers from European schools attended the "classes, of whom 7 were graduates, 4 senior teachers, and 11 juniors. "Two teachers completed the two years' course and obtained certi- "ficates.

"Scouts, Guides, Wolf Cubs, and Bluebirds continue to flourish "but I do not see many signs that they fully recognise the reason "of their existence. Service for others does not appear to form "the most important part of their creed. However, occasionally "they are most useful and at any rate the training is excellent and "to my mind far more useful than any form of moral teaching "imparted in the class-room.

"Cadet Corps have again been introduced in some of the schools "during the quinquennium and in one school every boy on entering "the school automatically becomes a cadet."

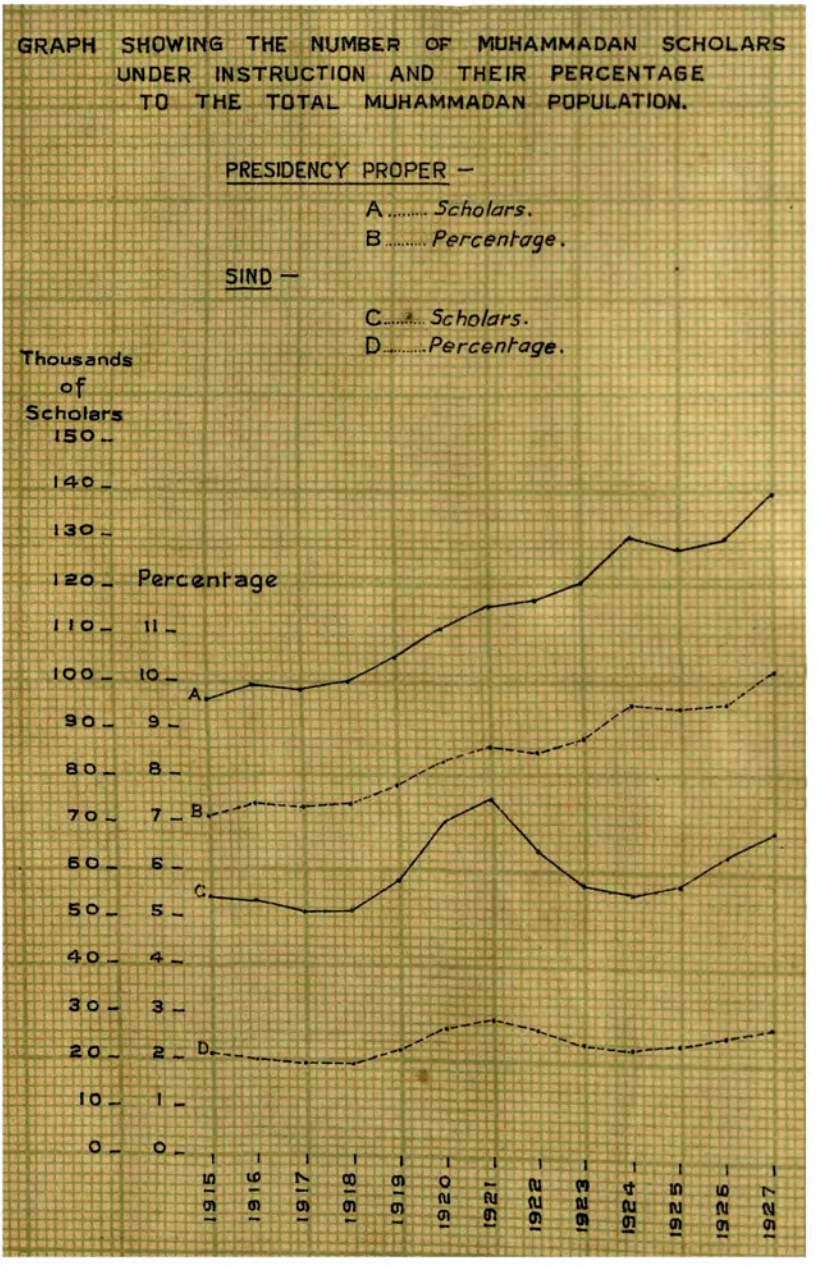
Mr. Miller concludes his report with the following general remarks :—

"The most promising signs in European education at the present "time are the attempts to amalgamate schools wherever possible,

"the appointment of more highly qualified teachers, often recruited "in England, and the up-to-date methods employed by these recruits. "Several schools have imported most excellent teachers lately on "respectable salaries and their methods are being closely followed "by the less highly trained members of Staffs. This new leaven "is bound to have a valuable influence on all the schools.

"I see no reason to feel in any way despondent about European "education in this Presidency. A great deal of the work in the schools "is excellent, and, although a large number of candidates fail to pass "their final examinations, they do not fail to be thoroughly well "educated."

GRAPH SHOWING THE NUMBER OF MUHAMMADAN SCHOLARS UNDER INSTRUCTION AND THEIR PERCENTAGE TO THE TOTAL MUHAMMADAN POPULATION.



CHPPTER XIV.

Education of Muhammadans.

Presidency proper.

183. The Muhammadan population of the Presidency proper is 1,369,075 out of a total of 16,012,342, or 8·6 per cent.

The number of Muhammadans under instruction in all classes of institutions was 1,39,469, against 1,15,592 in 1921-22, of whom 129,933 were in Recognised institutions, as against 101,216 in 1921-22, the increase being shared by all the Divisions of the Presidency, as shown below :—

1	Number of Muhammadans in Recognised Institutions	
	1921-22	1926-27
	2	3
Bombay Division	28,365	34,050
Central Division	26,114	33,513
Northern Division	23,477	33,466
Southern Division	22,789	28,112
European and English-teaching schools	471	792
Total ..	101,216	129,933

The following table shows the position of Muhammadans in Education as compared with other communities in the different Divisions :—

	Hindus				Muhammadans	Others	Total
	Advanced	Intermediate	Backward	Total			
Bombay Division	14·4	3·8	2·2	4·7	9·4	9·9	5·3
Central Division	16·4	5·9	3·1	5·9	10·5	15·6	6·4
Northern Division	26·3	4·9	4·1	7·1	12·7	18·6	7·9
Southern Division	11·0	5·0	4·4	5·5	8·2	8·6	5·8
Total* ..	16·8	5·0	3·3	5·7	10·2	16·2	6·3

* The total includes pupils in European and English-teaching schools.

It will be seen that 10·2 per cent. of the Mussulman community are attending some sort of educational institution. The figure at the end of the previous quinquennium was 8·5.

The literacy figure for all communities in the Presidency is 6·3 per cent. The figure for Muhammadans is 10·2, while for Advanced communities it is 16·8 and for non-Muhammadan Intermediate and Backward communities 4·5.

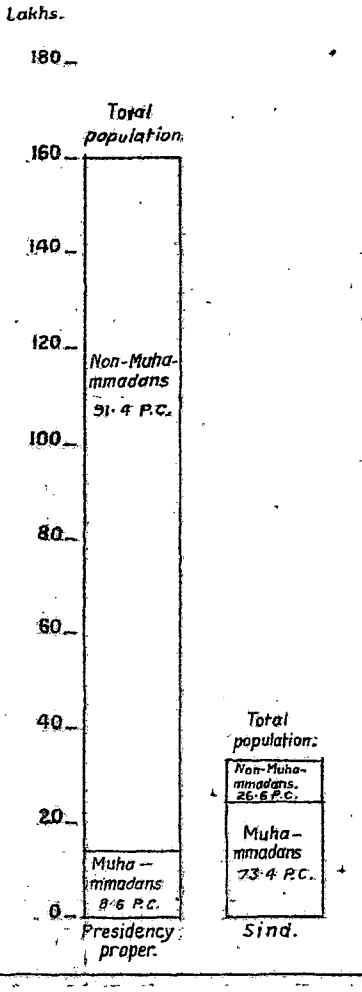
It will be seen from these figures that, while it is a fact that the Muhammadans have considerable lee-way to make up before they can come into line with the Advanced Hindus, they are decidedly in advance of the Intermediate and Backward Hindus. It would also appear from the following figures that the Muhammadans in the Presidency proper are considerably in advance of those in other Provinces :—

			Percentage of Muhammadan pupils to Muhammadan population
Bombay	Presidency proper.	1926-27	10·2
	Sind	1926-27	2·8
	Presidency proper.	1925-26	9·6
	Sind	1925-26	2·6
Madras		1925-26	9·2
Bengal		1925-26	4·2
United Provinces		1925-26	3·7
Punjab		1925-26	4·6
Burma		1925-26	4·9
Bihar and Orissa		1925-26	3·8
Central Provinces		1925-26	6·5
Assam		1925-26	2·7
North-West Frontier Province		1925-26	2·0

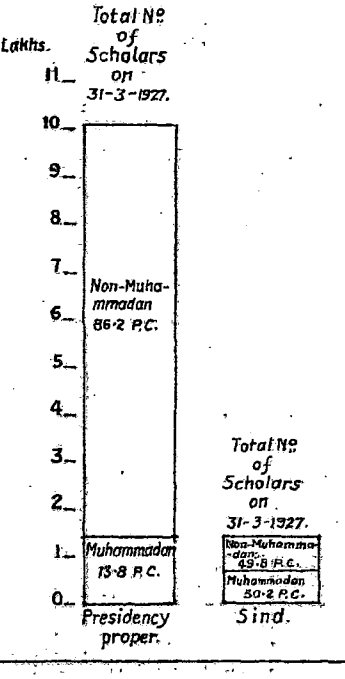
The following table shows the distribution of Muhammadan pupils in different kinds of institutions :—

	Pupils in	
	1921-22	1926-27
Arts Colleges	160	248
Professional Colleges	91	116
Secondary Schools	4,067	5,454
Primary Schools	94,379	120,912
Special Schools	2,519	3,203
Total Recognised	101,216	129,933
Unrecognised	14,376	9,536
Grand Total	115,592	139,469

GRAPH SHOWING THE PERCENTAGES OF MUHAMMADAN POPULATION IN THE PRESIDENCY PROPER & SIND.



GRAPH SHOWING THE PERCENTAGES OF MUHAMMADAN SCHOLARS UNDER INSTRUCTION IN THE PRESIDENCY PROPER AND SIND.



Of the 129,933 Muhammadans in recognised institutions 88,168 were in 1,337 institutions intended specially for Muhammadans.

The following table gives the percentage to population for Advanced, Intermediate, and Backward Hindus, and Muhammadans in Higher and Secondary institutions :—

—	Hindus				Muhammadans	Others	Average for all communities
	Advanced	Intermediate	Backward	Average for Hindus			
Higher education	0·41	0·01	0·003	0·05	0·03	0·39	0·05
Secondary education	2·86	0·17	0·04	0·41	0·39	6·88	0·55
Total ..	3·27	0·18	0·043	0·46	0·42	7·27	0·60

Expenditure.

184. It is not possible to calculate exactly the expenditure on Muhammadan education, because 33·1 per cent. of the Muhammadan pupils receive instruction in the ordinary schools and colleges. So far as can be roughly estimated, the expenditure is in the neighbourhood of 38 lakhs, which represents 11·5 per cent. of the total expenditure on education, the Muhammadan population being 8·6 per cent. of the total. Of the total expenditure, over 19 lakhs, or more than 51·0 per cent., was contributed by Provincial funds.

Of the 129,933 Muhammadans in recognised institutions, 88,168 were in institutions intended specially for Muhammadans. The number of such institutions increased by 76 to 1,337.

In 1926-27 there were 248 Muhammadan students studying in Arts Colleges against 160 in 1921-22, the corresponding figures for Professional Colleges being 116 and 91 respectively.

Higher Education.

185. The percentage of Muhammadans receiving Higher Education to population is 0·03. The percentages for other communities are given in the statement in para. 183.

The following table shows the number of Muhammadan students who passed the various University examinations in 1927 :—

Examination	Number passed
M.A.	1
B.A. (Honours)	19

Examination	Number passed
B.A. (Pass)	25
B.Sc. (Pass)	3
LL.B.	6
M.B.B.S.	8
B.E. (Civil)	8
B.Com.	13
M.Ag.	2
B.Ag.	1
Intermediate Arts	43
" Science	34
" Com.	8
M.Com.	1
School-leaving Examination — Matriculation	178
School-leaving Certificate	49

Government provide special facilities for the advancement of Higher Education among Muhammadans. In Government Professional Colleges 10 per cent. of the places are reserved for Muhammadans. During the quinquennium Government sanctioned a scheme of special scholarships for Intermediate Hindus, non-Muhammadan Backward classes, and Muhammadans in schools and colleges. The number of scholarships given under the scheme to Muhammadans in the Presidency proper in Arts and Professional Colleges is shown in the subjoined table :—

Arts Colleges	Professional Colleges			V. J. Technical Institute
	College of Engineering	College of Commerce	Law Colleges	
42 scholarships of Rs. 20 (40 tenable for 4 years and 2 tenable for 1 year).	9 scholarships of Rs. 40 tenable for 3 years.	3 scholarships of Rs. 35 tenable for 3 years.	6 scholarships of Rs. 25 to Rs 35 tenable for 2 years.	12 scholarships of Rs. 35 tenable for 4 years.

In addition to the scholarships provided by Government there are numerous others, met from endowments provided by Muhammadan benefactors. Of these, the Kazi Shahbuddin Scholarship Fund consists of an endowment of Rs. 1,34,100. In 1920 Sir Muhammad Yusuf Ismail made a donation of 8 lakhs for the establishment of an Arts College. Of this, a sum of Rs. 2,25,000 has been set apart for the purpose of awarding scholarships in the proposed college. Pending the opening of the college, scholarships of the value of Rs. 30 per mensem each are being awarded in other Arts Colleges. The building for the proposed "Ismail College" at Andheri, in the suburbs of Bombay, is nearing completion.

Owing to the present financial position it has so far not been possible for Government to provide the funds required for the maintenance of the College.

In 1921 Sir Currimbhoi Ebrahim made a donation of Rs. 4,75,500 for the Royal Institute of Science, Bombay. Out of this, one lakh has been set apart for scholarships to be awarded to Muhammadan students.

In 1927 Khan Bahadur Saiyid Shamsuddin Saiyidmiyan Kadri, I. S. O., gave a sum of Rs. 22,500 for scholarships to be awarded in High and Middle schools and Colleges to Muhammadan students residing in Gujarat.

Secondary Education.

186. In 1926-27 there were 5,454 Muhammadan pupils studying in recognised Secondary schools against 4,067 in 1921-22, or an increase of 34·1 per cent. Of the 5,454 pupils, 896 were in 10 Secondary schools maintained for Muhammadan pupils only.

The percentage of Muhammadans receiving Secondary Education is 0·39 as against 2·86 for Advanced Hindus, 0·17 for Intermediate Hindus, and ·04 for Backward Hindus.

Special facilities are provided for Muhammadans. In Government Secondary schools 15 per cent. of the places are reserved for them. Free-studentships are awarded to the extent of 22½ per cent. of the number of Muhammadan pupils in each school. 637 special scholarships ranging in value from Rs. 6 to Rs. 10 have been sanctioned in Secondary schools for Muhammadans in the Presidency proper. The number of similar scholarships provided for Intermediate and Backward Hindus is respectively 1,274 and 644. There is one set of seven scholarships for every 15,000 of the Muhammadan population against one set for every 50,000 of the Intermediate and 40,000 of the Backward Hindu population.

Persian is taught in all Government High Schools. In ten Government High Schools in the Presidency proper there are special teachers of Urdu. Provision is made for the teaching of Arabic in the Surat High School and in the Anglo-Urdu High School, Poona, both Government institutions. It is now realised that the neglect of Arabic is largely responsible for the unsatisfactory progress that has been made in Islamic studies in India, and especially in this Presidency, and there is a growing desire for the study of Arabic.

Government maintain Anglo-Urdu High Schools at Poona in the Central Division and at Hubli in the Southern Division. Both the schools have hostels attached to them; the number of boarders at Poona and Hubli is reported to be 48 and 22 respectively. The Poona school is greatly handicapped by its altogether unsuitable rented building. The hostel attached to it is also housed in hired buildings which are equally unsuitable. In 1920 Government sanctioned a scheme for purchasing

some 38 acres of land for the erection of buildings for this school as well as for the Urdu Training School and the Central Urdu Girls' School. So far, however, it has not been found possible to provide the funds to give effect to the scheme. The object in view is to provide for the needs not only of the present but of the future. It is hoped that, if a suitable site can be secured and these buildings can be constructed, a stimulus will be given to Muhammadan education that will be of far-reaching effect, and that will in time bring about a revival of Muhammadan learning based on the study of the great works of the past.

During the quinquennium Government enabled Dr. M. M. Daudpota of the D. J. Sind College, who took a 1st class in the M.A. examination in 1923 with Arabic as his subject, and gained the Chancellor's Medal, to proceed to Europe for further study by means of a special scholarship. Dr. Daudpota studied for two years at Cambridge and took the degree of Ph.D. in Arabic.

In filling vacancies of Assistant Masters in Government Secondary schools suitable Muhammadans, if available, are given preference. Few Muhammadan graduates, however, choose to join this Department in the Subordinate Service. Special consideration is also given to the training of Muhammadans as teachers in Government High Schools, and in deputing assistant masters to the Secondary Training College with a view to their obtaining the B. T. degree the claims of Muhammadans are specially considered.

Primary Schools.

187. The number of Muhammadan pupils in Primary schools in 1926-27 was 120,912, against 94,379 in 1921-22, *i.e.*, an increase of 28·1 per cent. of the former, 85,001 were in 1,288 Primary schools specially intended for the community. Further details will be found in appendix II.

For Muhammadan pupils in Primary schools there are two alternative courses—the Urdu-Vernacular, in which Urdu is used as the medium of instruction in all subjects, with the local Vernacular in addition as an optional subject, and the Vernacular-Urdu, in which all instruction is given in the local vernacular, with Urdu as a compulsory extra language. Which course shall be followed depends on the choice of the local members of the community, as does also the decision whether in Urdu-Vernacular schools the local vernacular shall be learnt or not.

During the past ten years and more there have been frequent changes in the relative position of Urdu and the other Vernaculars. The present position, as described above, was finally reached in 1924. The decision, taken on the advice of certain leaders of the community, that the study of the local Vernacular shall be optional is in many quarters criticised as unsound, it being held that it is essential for the Muhammadan boy to have at least a working knowledge of the common Vernacular of the District.

In 1926 the curriculum in the local vernacular in Urdu-Vernacular schools was considerably simplified, with a corresponding modification in the Urdu Final Examination.

The following table gives figures for the schools and pupils which follow the Urdu-Vernacular and the Vernacular-Urdu curricula :—

	Urdu-Vernacular Primary schools				Vernacular-Urdu Primary schools			
	1921-22		1926-27		1921-22		1926-27	
	Number of schools	Number of pupils	Number of schools	Number of pupils	Number of schools	Number of pupils	Number of schools	Number of pupils
District Local Board								
Bombay Division ..	21	807	21	935	128	4,932	157	7,046
Central Division ..	124	7,430	114	6,814	56	1,580	108	3,147
Northern Division ..	39	2,367	31	2,412	65	4,189	87	5,381
Southern Division ..	143	7,701	201	10,887	33	1,253	..	..
Total ..	327	18,305	367	21,048	282	11,954	352	15,574
Municipal Board								
Bombay Division ..	117	11,229	104	9,732	10	636	15	1,208
Central Division ..	51	5,301	88	8,882	21	1,187	13	966
Northern Division ..	45	2,841	63	7,848	15	1,619	12	1,498
Southern Division ..	45	4,302	71	7,641	7	674	..	..
Total ..	258	23,673	326	34,103	53	4,116	40	3,672

It will be seen that, while the Urdu-Vernacular course is more popular in the towns, the Vernacular-Urdu course is generally favoured in the villages. The number of Muhammadan boys who passed the Vernacular Final and the Urdu Final examinations in 1927 is given below :—

	Vernacular Final	Urdu Final
Bombay Division	15	68
Central Division	86	72
Northern Division	48	53
Southern Division	49	48
Sind	300	8
Total ..	498	249

The Deputy Educational Inspector for Urdu schools, C. D., remarks—

"The number of candidates for the Vernacular Final examination "has steadily increased, while that for the Urdu Final examination has "been fluctuating. Those who hold the Vernacular Final examination "certificate are sometimes employed as Talatis but success in the Urdu "Final examination does not necessarily lead to employment. This "market value of the Vernacular Final Examination Certificate may to "some extent account for the popularity of the examination."

He further remarks—

"The relegation of Marathi to an unimportant place in the "curriculum has met with opposition from some Muhammadan

"members of the Legislative Council, and they are reported to be "striving hard to restore it to its former position of a compulsory "second language. Since 1913 the Urdu standards have undergone "some modification or other no less than three times. Such "frequent changes are fraught with danger to the progress of "education."

The Educational Inspector, Southern Division, observes—

"It may, however, be remarked that boys who are given instruction "through the medium of Urdu only throughout their school career "will be very much handicapped in their relations with the people of "other communities if they are not conversant at the same time with "the local Vernacular. Again, they will be fit to serve in the Educa- "tional Department only as teachers if they wish to serve at all, as "they will find it very difficult to cope with their work in any other "capacity when they are totally ignorant of the current and spoken "language of the place."

The Deputy Educational Inspector for Urdu Schools, Southern Division, reports—

"It may be of interest to note that the fears entertained of the "total neglect of the local vernacular by its relegation to the position "of an optional subject, proved groundless, as the number of boys "taking up Kanarese or Marathi as the optional subject has grown "from year to year, and, with the lapse of each year, they have shown "improvement."

There has been a very great development in the use of Urdu by the Muhammadan community during the last fifteen years or so. The development has been purposive, and is a symptom of the strengthening of the Islamic spirit throughout the community. It cannot be denied that the local vernacular is more commonly used by many of the Muhammadans, especially in Gujarat, who have chosen that their children shall be educated through the medium of Urdu. But it is a fact that Urdu is popular, a popularity which is considerably enhanced by the fact that it is written in the Arabic script. In so far also as Urdu is preferred as the medium for instruction the choice is largely due to the unsuitability of the Vernacular text-books. Not only are the ideas they contain frequently such as do not appeal to Muhammadans, but the language, especially, it must be confessed, that of the Vernacular Readers, abounds in words of Sanskritic origin not in every-day use.

It must, I think, be accepted as a fact that the Muhammadan boy is handicapped by having to learn the local vernacular as well as Urdu. But it is obvious that without a knowledge of the Vernacular he is placed at a great disadvantage in life, whatever his occupation or profession may be. The Vernacular work in the Urdu-Vernacular schools has now been considerably modified, so that there is less excuse for Muhammadan boys to neglect the local vernacular.

188. The following table gives the number of Muhammadan teachers in the various Divisions, with their qualifications :—

Primary Teachers.

	Trained		Untrained		
			Qualified		Unqualified
	1921-22	1926-27	1921-22	1926-27	1921-22
Bombay Division ..	159	303	110	246	589
Percentage to total Muhammadan teachers.	18·5	37·2	12·8	30·2	68·7
Central Division ..	294	437	276	367	166
Percentage to total Muhammadan teachers.	39·9	47·7	37·5	40·1	22·6
Northern Division ..	278	471	157	285	183
Percentage to total Muhammadan teachers.	45·0	57·0	25·4	34·5	29·6
Southern Division ..	270	410	115	210	55
Percentage to total Muhammadan teachers.	61·4	59·9	26·1	31·9	12·5
Total (Presidency proper) ..	1,001	1,621	658	1,117	993
Percentage to total Muhammadan teachers.	37·7	50·0	24·8	34·4	37·5
Sind ..	622	819	479	409	64
Percentage to total Muhammadan teachers.	53·4	63·8	41·1	31·8	5·5

	Untrained—*contd.* Unqualified—*contd.*	Total (Untrained)		Total Trained and untrained	
	1926-27	1921-22	1926-27	1921-22	1926-27
Bombay Division ..	265	699	511	858	814
Percentage to total Muhammadan teachers.	32·6	81·5	62·8	....	....
Central Division ..	112	442	479	736	916
Percentage to total Muhammadan teachers.	12·2	60·1	52·3	....	....
Northern Division ..	71	340	356	618	827
Percentage to total Muhammadan teachers.	8·6	55·0	43·0	....	....
Southern Division ..	56	170	275	440	685
Percentage to total Muhammadan teachers.	8·2	38·6	40·1	....	....
Total (Presidency proper) ..	504	1,651	1,621	2,652	3,242
Percentage to total Muhammadan teachers.	15·6	62·3	50·0	....	....
Sind ..	56	543	465	1,165	1,284
Percentage to total Muhammadan teachers.	4·4	46·6	36·2	....	....

It will be seen that the percentage of trained teachers in the Presidency proper rose from 37·7 per cent. to 50. This is eminently satisfactory, and there is no longer any ground for the complaint that schools for Muhammadans suffer from a lack of trained teachers. Fifty is the percentage laid down by Government as the general requirement.

But still more satisfactory is the fact that the percentage of unqualified teachers has fallen from 37·5 to 15·6. The cause of the inferiority of most of the Primary schools for Muhammadans in the past has been that they were mainly staffed by unqualified, and largely incompetent, teachers. This state of affairs was worst in the Konkan, where a few years ago the majority of the teachers were unqualified. To remedy this defect Government opened special Central Urdu schools in the districts of Ratnagiri, Kolaba, and Thana on the lines of that which had long been in existence at Tankaria in the Broach District for the preparation of boys for the Vernacular Final examination with a special view to their becoming teachers. There has for long been a similar Central School at Nasirabad in the East Khandesh District, and Government in 1926 sanctioned the opening of another at Sholapur. I have for many years been pointing out that the chief defect in the Muhammadan educational system lay in its lack of provision for securing qualified teachers for its Primary schools. This defect has now to a great extent been removed, and with the improvement in Primary education which is already showing itself we may in the next quinquennium look for a great advance in Secondary and Higher education, assisted by the liberal system of scholarships introduced by Government.

Chiefly in consequence of the establishment of the Central schools referred to, the number of Muhammadans who passed the Vernacular Final examination rose from 346 in 1921-22 to 448 in 1926-27. Of the 448 candidates, 251 took the Urdu Final examination and 197 the Vernacular Final examination. Since the Tankaria Central school was started in 1903 it has passed some 118 boys in the Vernacular Final examination, practically all of whom are reported to have become Primary school teachers.

The Deputy Educational Inspector for Urdu Schools, S. D., remarks—

> "It is satisfactory to note that the trained element in Urdu schools "in the two Konkan districts has largely increased during the "quinquennium, thereby materially raising the efficiency of schools, "and reducing the unqualified and untrained element. Compared "with 4 trained, 22 qualified, and 149 unqualified teachers at the "close of the last quinquennium, *i.e.* in 1921-22, there were 82 "trained, 66 qualified, and 72 unqualified, at the end of 1926-27."

Urdu Training Schools.

189. There are in the Presidency proper two schools for the training of teachers for Primary Urdu schools, one at Poona in the Central Division and the other at Ahmedabad in the Northern Division. The Poona Training School teaches the First and Second year courses, while the Ahmedabad school teaches the First Year's course only.

These schools were formerly classes attached to the Vernacular Training Colleges at Poona and Ahmedabad, but during the quinquennium they were raised to the level of schools and separated from the Colleges. The number on the rolls in the Poona school was 54 and that at Ahmedabad 34. There is a hostel attached to each school.

Education of Muhammadan Girls.

190. The number of Muhammadan girls studying in various kinds of institutions in 1926-27 is given below :—

Arts Colleges	1
Secondary Schools	217
Primary Schools	29,444
Special Schools	219

The Muhammadans are still lamentably behind the other communities in the education of girls. The only schools specially maintained for Muhammadan girls are 271 Primary schools, with 18,259 pupils, and two Special institutions, with 57 pupils. The progress of Education among Muhammadan girls is chiefly retarded by the absence of institutions with special arrangements for Pardah and by the dearth of qualified and trained mistresses. The Government Central Urdu Girls' School at Poona, which is strictly a Pardah institution, has been successful in attracting Muslim girls to its higher standards, in which English is taught. The number on the rolls was 115. The school has a hostel attached to it. There is a Normal Class attached to the school, in which girls are trained with a view to their becoming school-mistresses. During the quinquennium the number of girls who received instruction in the Normal Class was 29, all of whom except three received stipends. Of these 29 girls, 25 were successful at the Certificate examinations and with the exception of three all were posted as mistresses. The Inspectress of Urdu Girls' Schools, C.D., reports that "the transfer of the schools to Local Authorities has "not been well received by the new Muhammadan mistresses that are "sent out of this class. Some of them have complained of their reduction "in pay and allowances, while others dislike supervision by Committees "as they have to serve not one but many masters."

The Educational Inspector, N. D., remarks—

"The greatest obstacle to the expansion of girls' education is the "dearth of trained female teachers and reluctance of Muhammadan "parents to send grown-up girls to schools. It is highly desirable that "the Muhammadans may make rapid strides in the matter of female "education. To gain this end, it is the elite and educated in each town "and city that should set an example by educating their female wards."

The Educational Inspector, C. D., observes—

"In one respect the progress made by Muhammadans is extremely "slow. The slow progress in female education is partly due to the "Pardah system and partly to lack of awakening among the masses "for the benefits of female education. It is up to the leaders of the "Muhammadan community to rise to the occasion and to supplement

"the special efforts made by Government and ensure that the benefits "of education reach not only the boys but also girls."

The institution of the Vernacular Final Examination for Girls in 1924-25 has gone a long way in inducing Muhammadan girls to complete their Primary course. Fifteen Muhammadan girls passed the Vernacular Final examination in 1927, and of these twelve took the Urdu Final examination. The Educational Inspector, B. D., remarks—

"Two Muhammadan girls of Achra in the Ratnagiri district volun- "teered to join the Central Urdu school for boys at Ratnagiri and "succeeded in going through a year's course along with the boys. "These girls are now sent to the Central Urdu School for girls at Poona. "Three Muslim girls of Malegaon after passing the Urdu Vernacular "Final Examination for girls joined the Urdu 1st year's class at Poona "and successfully passed the examination. These girls have been the "pioneers in the field of higher primary education and form the first "batch of Muslim mistresses in the Bombay Division."

Special facilities have been provided for the expansion of education among Muhammadan girls. Girls are admitted free in all District Local Board and Municipal Primary schools. A number of scholarships of small value are awarded to Muhammadan girls in Primary schools. Grants made for free supply of books and slates to girls in Primary schools have been handed over to the District Local Boards.

It appears that the Muhammadans have now awakened to the need for the education of their girls and it is hoped that the Muslim Ladies' Conference held during the quinquennium will bring about practical results. The Deputy Educational Inspector for Urdu Schools, C. D., observes—

"The prejudice against the education of girls is fast dying out, and "people are keener than they were ever before on the education of their "girls. The paucity of qualified women teachers, however, acts as a "powerful obstacle to the advance of girls' education."

Urdu Text-Books Translation Board.

191. With a view to providing suitable Urdu Readers and other text-books Government appointed an Urdu Text-books Translation Board in 1920, composed of Urdu scholars under the chairmanship of Shaikh Abdul Kadir Sarfraz, I. E. S., Professor of Persian, Deccan College. This Board, with the aid of a number of writers and translators, prepared a complete set of Urdu Readers, translated thirteen books into Urdu from English and other languages, and compiled twenty-three other books. The Readers have been based upon other Vernacular Reading Series, but many of the lessons are original. The cost of the preparation of the books has exceeded Rs. 40,000. Two books have already been published, and a contract for printing and publishing the Readers and other books has been given and the books are being printed. The use of these books has been sanctioned in Primary Urdu schools and it is hoped that Local Authorities and the Managers of Urdu schools will introduce them in their schools.

An attempt was made to insert in the Urdu Readers copies of old Mughal pictures, but the difficulties of printing have so far prevented effect being given to the purpose.

Encouragement of Urdu Literature.

192. A sum of Rs. 1,000 is provided annually by Government for the encouragement of Urdu Literature. Half the amount is reserved for the purchase of works of exceptional merit in Urdu and for distribution to important Urdu and Anglo-Urdu schools. A sum of Rs. 150 is set apart for the award of prizes in the shape of Urdu books to be given to Muhammadan boys at the annual examination.

Conferences.

193. A number of conferences have been held during the quiquennium by the leaders of the community. It cannot be said that the practical results of these have in all cases been commensurate with the time and trouble expended on them. There appears to be a tendency for these conferences to disperse after passing many commendable resolutions, without taking any steps to get the resolutions carried into action, beyond forwarding copies of them to Government. It would seem desirable that the aim of such conferences should be to encourage the members of the community to stand on their own legs rather than remaining content to call on Government for help.

Sind.

Numbers.

194. The number of Muhammadan pupils receiving instruction in Sind increased during the quinquennium by 4,456 to 68,505 (including 11,547 girls). The following table gives the distribution among different classes of institutions :—

	Pupils in	
	1921-22	1926-27
Arts Colleges	73	70
Professional Colleges	....	16
Secondary Schools	1,675	2,737
Primary Schools	53,166	54,496
Special Schools	319	667
Total Recognised ..	55,233	57,986
Unrecognised ..	8,816	10,519
Grand Total ..	64,049	68,505

The number of Muhammadan pupils in recognised institutions rose from 55,233 to 57,986. The number of pupils attending Mulla schools decreased from 28,920 to 24,022, but the number of Muhammadan pupils

attending Government, District Local Board, Municipal, and Aided Primary schools increased from 24,246 to 30,474.

The following figures represent the percentages of pupils in recognised institutions in Sind from various communities to the population of each :—

Advanced Hindus	12·4
Intermediate Hindus	6·2
Backward Hindus	0·5
Average for Hindus	7·6
Muhammadans	2·4
Others	9·5
Average for Sind	3·8

The literacy figure for Muhammadans is 2·8 per cent. against 4·2 for all communities in Sind. It has been pointed out that 10·2 per cent. of the Muhammadan population in the Presidency proper are attending school, and it will be seen that the Mahummadans of Sind are greatly behind those of the Presidency.

Mr. Hesketh remarks :—

"The population of Sind is widely scattered, and there are physical "difficulties in providing schools accessible to all pupils. There has "undoubtedly been an awakening among Sindhi Muhammadans, but "it still remains to be seen how far they will respond to increased "facilities for primary education. Little progress has been made in "regard to the education of girls, and I doubt whether much advance "can be made until there is a change in social outlook and "customs."

Expenditure.

195. It is not possible to give an exact estimate of the expenditure on Muhammadan education, because some sixty per cent. of the Muhammadan pupils attend the ordinary schools. So far as can be roughly estimated, the total direct expenditure amounted to over Rs. 22 lakhs, of which nearly 12 lakhs were contributed from Provincial funds.

Higher Education.

196. During the quinquennium 1916-17 to 1921-22 the number of Muhammadans in Colleges had more than doubled. During the quinquennium under review there was a slight decrease in Arts Colleges but there was an addition of 16 students in Professional Colleges. There are a considerable number of Muhammadan Sindhi students studying outside Sind, at Aligarh and elsewhere. It is believed that the number of these is about thirty, which would raise the total number of students in Collegiate institutions to 116. It would appear that about 60 per cent. of these are in receipt of scholarships.

Government provide twelve scholarships of Rs. 30 per mensem in Arts Colleges for Muhammadans in Sind. These scholarships are tenable for four years. In addition there are nine King Edward Memorial scholarships, nine Sir Ali Murad scholarships, and four District Local Board scholarships, all of Rs. 30 per mensem.

Secondary Education.

197. During the quinquennium 1916-17 to 1921-22 the increase in the number of Muhammadan pupils in Secondary schools was 30·8 per cent. During the quinquennium under review the increase was 62·5 per cent.

There are three special Muhammadan institutions, *viz.*,

(1) The Sind Madressah-tul-Islam, Karachi.
(2) The Larkana Madressah.
(3) The Lawrence Madressah, Tando Bago.

The Sind Madressah is the largest Muslim institution in Sind and has done excellent work in the cause of Muhammadan education. In addition to the main (Secondary) school it formerly maintained a Primary Branch, but this has now been discontinued. The number on the rolls in the Secondary standards was 926, as against 582 five years previously. Thirty-eight candidates passed the School-leaving Certificate examination from the Madressah in 1926-27. The school has a boarding-house in which some 277 boys are housed. The charity boarders maintained from various funds number about 250. The District Local Boards pay the fees of 37 boys.

The total expenditure on account of the institution in 1926-27 was Rs. 75,220 and the Provincial grant sanctioned was Rs. 60,000. During the last four years there was an abnormal increase in the numbers, with a corresponding increase in the expenditure, to meet which it was necessary for Government to give a grant of Rs. 21,000 in addition to the permanent grant of Rs. 39,000. There are grounds for fearing that the increase in the numbers had not been achieved without loss in efficiency, adequate provision not having been made to strengthen the staff in the higher ranks. Government are considering whether it will be possible for them to continue the additional grant of Rs. 21,000, which was given in each of the last two years (including 1927-28). The cost to Government of an ordinary High School is about Rs. 22,000. It will thus be seen that the permanent grant given to the Madressah was nearly equal to the cost of two full High Schools.

During the quinquennium the Naushahro and Mirpurkhas Madressahs, which were maintained by the District Local Boards of Nawabshah and Thar and Parkar respectively, were taken over by Government and converted in full High Schools. They are now styled "Madressah and High School". The percentage of Muhammadan pupils attending each is about 70. There were 624 Muhammadan boys residing in hostels. Government have temporarily lent part of the quarters of the Training College for Men at Hyderabad for use as a Muhammadan hostel, and 68 boys were in residence at the end of the quinquennium.

In Government High Schools 30 per cent. of the Muhammadan students are admitted free. Places are reserved in each Government High School proportionate to the percentage of the Muhammadan population of the District. Seven hundred scholarships ranging in value from Rs. 10 to Rs. 12-8 are provided by Government for Muhammadans in Secondary schools.

Muhammadan graduates, if procurable, are given preference for appointment as Assistant Masters in Government High Schools, and Muhammadan teachers are specially considered for deputation to the Secondary Training College, Bombay. In 1925 Mr. U. G. H. Ansari, a Sindhi Muhammadan, an M.A. of the London University, was appointed direct to a Headmaster's post in Sind in the Provincial Service. It is to be regretted that in spite of the special encouragement given few Muhammadans come forward for employment, presumably because they find it easy to obtain more profitable employment in other Departments.

Primary Schools.

198. There were 54,496 Muhammadan pupils in Primary schools in 1926-27 against 53,166 in 1921-22, *i.e.* an increase of 2·5 per cent. Of the former, 27,835 were in 770 Primary schools specially intended for the community, which include 724 *Mulla schools with* 24,022 *pupils.*

An account of the Mulla schools is given in paras. 200-203 of this chapter. The other Primary schools follow the ordinary course leading ultimately to the Vernacular Final examination, the medium of instruction being Sindhi. In 1927, 550 Muhammadan boys appeared for the Vernacular Final examination, of whom 308 passed. In the Vernacular Final examination for girls 6 passed out of 13 that appeared.

Primary Teachers.

199. Of the 3,062 teachers employed in Government, District Local Board, and Municipal Primary schools, 1,284, or 41·9 per cent., are Muhammadans, of whom 819 or 63·8 per cent. are trained. Of the 465 untrained teachers, 409 are qualified and only 56 are unqualified. The number of Muhammadan trained teachers has increased from 622, or 53·4 per cent., in 1921-22, to 819, or 63·8 per cent., in 1926-27, and that of unqualified teachers has fallen from 64 in 1921-22 to 56 in 1926-27, or from 5·5 per cent. to 4·4 per cent. The increase in the trained element is due to the fact that since 1925 the admissions to the Training College have been fixed in the proportion of three Muhammadans to one Hindu. Formerly an equal number of each community was taken.

The percentage of trained teachers of other communities is 73·2.

Mulla Schools.

200. During the last five years the number of Mulla schools has fallen from 1,010 to 724, with a corresponding decline of 4,898 in the number of pupils (from 28,920 to 24,022). This decrease is due partly to the Khilafat agitation, but more especially to the policy adopted in the year 1921. As reported in my last Quinquennial Report, a large number of Mulla schools had been registered which gave no secular instruction at all. It was realised that if the Mulla schools were to be continued they must be made efficient and fit to take the place of the ordinary District Local Board schools. Steps were, therefore, taken to weed out the weaker schools, some of which were of a bogus nature, and to concentrate on effecting an improvement in the remainder. How far this object has been attained will best be realised from the following quotations from the Report of the Educational Inspector in Sind :—

"The one fact that it has become possible to take away the Mulla "from his school or village for three months to the training camp marks

"an achievement which could not be imagined before it was actually "accomplished. The reforming of Mulla schools without materially "changing their special character was a task not to be accomplished "in a year or two or even a decade. There is no doubt that the Mulla "schools have passed their experimental stage. It has been proved "beyond doubt, that, given the means of better living and other "facilities, they are quite susceptible of solid improvement."

"The usefulness of these schools may be gauged from the fact that "in the year 1926-27 they sent up 278 boys to Local Board schools for "higher study, 58 to Secondary schools, 24 for the Vernacular Final "examination, and no less than 159 schools taught the Primary curri-"culum, 153 beyond standard IV and 21 actually to the Vernacular "Final stage."

The above is sufficient to show that the efforts made to raise the Mulla schools to the level of the District Local Board schools have been even more successful than most of us hoped six years ago, and it must, I think, be admitted that they have justified themselves and must be accepted as able to hold their own with the District Local Board schools. For the progress made the chief credit must be given to the Educational Inspector and to the special Inspecting Staff for Mulla schools.

During the quinquennium much has been done to improve the qualifications of the teachers in Mulla schools. As many as 31 properly trained men were working in them at the end of the quinquennium against 6 in 1921-22, and 120 Vernacular Final men against 79 in 1921-22. Two hundred and seventeen Mullas received training in the Mulla training classes in addition to 227 trained previously.

Every year three training classes are held, one by each Deputy Educational Inspector for Mulla schools at the most convenient place in his jurisdiction, and 25 Mullas are trained in each class. The course of instruction consists of the work prescribed for standard IV, with some knowledge of modern methods of teaching, class management, writing applications, drawing and hand-work, so far as is possible in the period of three months for which the class is held.

The chief improvements introduced since 1917 for the development of the Mulla schools have consisted of (1) increased staff, (2) increased training facilities, (3) a special literary monthly paper for Mullas, (4) grants for buildings, equipment, prizes, rewards to good workers, reading and writing materials, etc.

Cost.

201. The average annual cost per pupil in Mulla schools comes to Rs. 13·4, of which Rs. 6·1 is contributed by Government. The cost of a District Local Board school on the other hand comes to Rs. 30, of which Government contribute Rs. 24. Herein lies what must be regarded as the chief merit of the Mulla school system—its relative cheapness. It will, I think, be readily admitted that, if the Department succeeds in its determination to raise the Mulla schools to the standard of the District Local Board schools, as it has

already succeeded to a very great extent, the case for the continuance of the system is overwhelming.

It must further be remembered that, if the schools were replaced by District Local Board schools, it by no means follows that the children would join such schools. The people demand religious instruction and regard the Mulla as, traditionally, the right person to give it. If he further gives secular instruction, well and good. But he is not likely to give it unless he is encouraged, and paid, to do so. And, if he does not, the children must go without. It is thus clear that in most cases it is the Mulla school or nothing.

The special staff maintained for the inspection of Mulla schools consists of three Mulla Deputy Educational Inspectors in the Provincial Service, assisted by nine Assistant Deputy Educational Inspectors in the Subordinate Service.

The inspection of Mulla schools cost Rs. 71,667 in the year 1921-22, but in 1926-27 the cost was reduced to Rs. 57,746 as a result of a reduction in the number of Assistant Deputy Educational Inspectors from 12 to 9 and in the number of clerks from 9 to 6. The Mulla Inspecting staff is responsible generally for the efficiency of the schools and for their development on sound lines.

Expenditure on Mulla schools.

202. The total expenditure by Government on the Mulla schools decreased by Rs. 49,279 to Rs. 2,02,035. The decrease is chiefly due to the stoppage of the grant of Rs. 4,000 for Circulating Libraries, which was sanctioned for five years and was stopped from 1925-26. The main allotments sanctioned were :—

	Rs.
Capitation grant	96,036
Grant for Assistants	26,148
Improvement of accommodation	6,000
Equipment	4,000
Rewards	1,000
Books and writing materials	5,000
Prizes for good attendance	3,000
Prize-books and slates	3,105

The average grant per school was Rs. 202, as against Rs. 119 in 1921-22.

Special Mulla Committee.

203. Owing to the peculiar nature of the Mulla schools the question of their position in consequence of the introduction of the Primary Education Act of 1923 requires to be carefully considered. It appears to be desirable that they should continue to be inspected and aided directly by Government, at any rate for some time to come. In 1924 a Committee was appointed by Government to consider their future. The Committee recommended that the schools should be placed under the District Local Boards. The recommendations made involved an additional annual expenditure by Government of some five and a half lakhs. The Report of the Committee is still under consideration by Government.

As I have before remarked, it is not always remembered that merely to learn to read the Koran provides in itself mental training of no little educational value, while the moral and disciplinary effect of the Mulla's teaching is liable to be forgotten. I cannot, I think, close this chapter more appropriately than by quoting again the words of Mr. (now Sir) H. S. Lawrence as Commissioner in Sind in 1916 :—

"Moreover they (the Mullas) have taught discipline and obedience "to the children of tribesmen of the most wild and untameable "temperaments. Many men have commented on the good manners "of the Muhammadan race; rich and poor alike, landholder and "labourer; few have given the credit where it is due, to the humble "Mulla, who not only believes that 'the fear of the Lord is the "'beginning of wisdom' but also, in agreement with William of "Wykeham, has recognised that 'Manners makyth Man.' The "teaching of the Koran in the Muhammadan traditional method is "condemned by the modern scientist as a useless waste of time. The "important fact that during these earliest years the child is being "taught reverence and submission to authority escapes the attention "of this critic; but nevertheless it is the subconscious foundation "of the unwavering attachment of the Muhammadan race to this tenet "of their faith."

CHAPTER XV.

Education of Intermediate and Backward Classes.

Introduction.

204. Since the beginning of the Quinquennium, Hindus have been divided into Advanced, Intermediate, and Backward classes, whereas they were formerly divided into Brahmins and non-Brahmins only. The "Advanced" classes include Brahmins, and Prabhus, Vanis, most Jains, and others. The "Intermediate" classes are made up of Marathas, Kunbis, Kolis, and other cultivating classes, and of artisans, and correspond roughly with the "Maratha" electorate for members of the Legislative Council. The "Backward" classes comprise the Aboriginals and Jungle and Hill Tribes, the Criminal Tribes, and the Depressed or so-called Untouchable castes. This chapter deals exclusively with Intermediate and Backward Hindus, Muhammadan education is dealt with in chapter XIV.

Some of the figures given in this chapter show a large increase, while in a few cases a somewhat surprising decrease is revealed. These fluctuations are mainly due to alterations in the caste classifications.

Presidency Proper.

205. In the Presidency proper Advanced Hindus constitute 9 per cent. of the total population, Intermediate Hindus 57 per cent., Backward Hindus 23 per cent., Muhammadans 9 per cent., and others 2 per cent. The percentages of Intermediate and Backward Hindu pupils under instruction to the total population of these classes were 4·9 and 2·3 respectively as against 3·8 and 1·4 five years ago. The following table gives the number of pupils of these classes attending various kinds of recognised institutions:—

	Intermediate				Backward			
	1921-22	1926-27	Increase or decrease	Percentage of increase or decrease	1921-22	1926-27	Increase or decrease	Percentage of increase or decrease.
Colleges ..	507	820	+ 313	+ 61·7	1	9	+ 8	+800·0
Secondary Schools ..	11,107	15,670	+ 4,563	+ 41·1	304	1,040	+ 736	+242·1
Primary Schools	327,592	426,173	+ 98,581	+ 30·1	53,314	81,987	+28,673	+ 53·7
Training Schools ..	648	492	− 156	− 24·1	56	79	+ 23	+ 41·1
Other Special Schools ..	1,233	3,179	+ 1,946	+157·8	271	2,677	+ 2,406	+887·8
Total ..	341,087	446,334	+105,247	+ 30·9	53,946	85,792	+31,846	+ 59·0

The numbers show an all-round increase except in the case of pupils of the Intermediate classes attending training institutions, the decrease

under which is due to the restriction in admissions to training institutions. As shown in para. 103, there is now a far larger proportion of these classes in Training institutions. The marked increase in the number of pupils of both the classes attending other special schools is due to the fact that the number of pupils attending schools for adults, which are now returned separately, was formerly included in the number of pupils attending Primary schools.

Intermediate classes.

206. The following table compares the pupils in recognised institutions of the various 'Intermediate' communities in each Division:—

		Marathas	Kunbis, Kolis, and other cultivating classes	Artisans and other classes	Lingayats	Total
Bombay Division	1921-22	31,508	27,074	9,620	684	68,886
	1926-27	42,454	35,882	13,940	800	93,026
Central Division	1921-22	63,467	39,301	18,820	8,400	129,988
	1926-27	82,506	63,943	24,582	9,910	180,941
Northern Division	1921-22	282	40,336	17,406	2	58,026
	1926-27	682	48,554	24,035	4	73,275
Southern Division	1921-22	8,080	15,726	5,012	55,157	83,975
	1926-27	11,912	12,453	13,171	61,412	98,948
European and English Teaching Schools.	1921-22	124	25	57	6	212
	1926-27	78	40	13	13	144

In the chapter on Primary Education reference has been made to the progress made by these classes and to their desire for improvement and for the uplift of the community both socially and materially. It is chiefly among the cultivating classes of the Deccan that this spirit has been operative, as evidenced by the great increase in Primary education in rural areas, especially in the Satara District, an increase which would have been far larger had it been possible for Government to finance all the schemes for the expansion of Primary education put forward under the Primary Education Act, schemes for which, in many cases, the District Local Boards had already taxed themselves. Special mention may also be made of the Lewa Kunbis of Khandesh, an agricultural community who have taken the most practical steps for the improvement of agriculture, having sent members of their community to study the subject in Europe. The Lingayats, mostly resident in the Karnatak, have made marked educational progress, and, chiefly by means of liberal endowments, now have four High Schools of their own, at Dharwar, Belgaum, Bijapur, and Bagalkot, and are anxious to have a College, exclusively or principally, for the community. They are, however, chiefly a trading community.

This is not the place to discuss all the phenomena of the rise of the non-Brahmin communities of the Deccan and the Karnatak—the problem

is one which may be said to be practically non-existent in Gujarat. The desire for social and religious emancipation has been partly the cause and partly the outcome of the advance in education. This advance Government have been assiduous to assist. The liberal system of scholarships for the benefit of the Intermediate and Backward communities is described in para. 213 of this chapter, while in para. 61 of the chapter on Secondary Education I have explained the extent to which children of these communities are admitted free in Secondary schools. In Primary schools they are generally admitted free, or at any rate have the benefit of the cess-payer's concession, and it is probable that the principle laid down some ten years ago that no child shall be kept out of a Primary school through inability to pay fees is fully complied with in their case. The results of this encouragement will be seen in still greater force in the next few years to come. In. paras 96 are shown the efforts that have been made to staff the village schools with teachers recruited from the rural communities. Beyond this, under the orders of Government, special endeavours have been made to recruit members of the Intermediate and Backward communities in all branches of the Department.

Teachers.

207. The following table gives the number of teachers of the Intermediate classes employed in Government, District Local Board, and Municipal Primary schools :—

	Marathas	Kunbis, Kolis, and other cultivating classes	Artisans and other classes	Lingayats	Total
Trained	1,207	1,927	730	942	4,806
Untrained	1,107	1,157	423	481	3,168
Total ..	2,314	3,084	1,153	1,423	7,974

The following table gives the percentages of trained and untrained teachers of the Intermediate classes to the total number of trained and untrained Primary teachers of all communities :—

	Total number of teachers of all communities	Total number of teachers of Intermediate classes	Percentage of teachers in column 3 to those in column 2
1	2	3	4
Trained	15,136	4,806	31·8
Untrained	10,849	3,168	29·1
Total ..	25,985	7,974	30·7

The number of teachers of these classes at the end of the last Quinquennium was 5,575, which represented 25·3 per cent. of the total number of teachers employed in such schools.

I have elsewhere (Chapter VII) described the attempts made to adapt the teaching of the village schools to the needs of the rural population, the main object of which is to secure that the best cultivators do not forsake their hereditary calling for those branches of employment which are already overstocked. It is, however, to be feared that, whatever success may attend these efforts, the Intermediate and Backward classes will continue to take Secondary education in increasing numbers. I have shown (Chapter VI) that the increased admissions to Colleges and High Schools from these communities has tended to lower the standard of Secondary and Higher education. It is to be feared that this tendency will continue unless a proportion of the young men can be diverted into employment of a nature better suited to their capacities. Industries would appear to provide the most hopeful means of solving the difficulty.

Aboriginal and Hill Tribes.

208. The number of pupils increased from 12,082 to 20,847, of whom 54 were in Secondary schools, 19,171 in Primary schools, 9 in Training institutions, and 1,613 in other special schools. There were none in Colleges. The fluctuations in the figures are due chiefly to changes in classification. Thus the marked increase in the number of children of these tribes in the Central Division is due to the "Mahadeo Kolis" of the Poona District having been classified as Aboriginal Tribes instead of as Criminal Tribes as formerly. In the Northern Division the number of these children is reported to have more than doubled during the Quinquennium and now stands at 11,168. But I am inclined to doubt the accuracy of the figures. It is probable that the increase is largely due to changes of classification.

Serious efforts have been made to educate the children of these classes. The results attained have been proportionate on the one hand to the sincerity and capacity of those who have directed the efforts, and on the other to the educability, including the desire for education, of the particular tribes concerned. The means generally employed have been those of the Central School, in which youths are collected at a central place and prepared, with the aid of a stipend, for the Vernacular Final Examination, the aim being their subsequent employment as teachers in schools attended by children of the community.

The Educational Inspector, Central Division, reports—

> "The District Local Board, West Khandesh, has shown great keenness in tackling the problem of Bhil education and submitted a scheme for increasing the number of stipends in Central Schools and of opening new schools in the Bhil tracts. The Chairman, School Board, writes as under in his Annual Report:—
>
> "'The Board increased the number of admissions to all Bhil Boardings in the district at the suggestion of the special committee and decided to adopt Marathi as the medium of instruction in the

" ' higher standards and to try Bhili in the Infants ' and first
" ' standards if found practicable, as the Bhil speak different
" ' dialects in different areas of the Bhils tract in the district. The
" ' general opinion of the Committee, however, is to adopt Marathi
" ' as the medium of instruction in all classes, as the Bhil child does
" ' not take very long to begin to understand Marathi. ' "

As stated in my last Annual Report, far more genuine attempts have been made in this direction in Gujarat, and the results attained are distinctly remarkable. Mr. K. S. Vakil, I.E.S., contributes the following note :—

" The aboriginals of Gujarat comprise—

" (*i*) Dublas, Dhodias, Chodras, Dhankas, Gamits, Naikdas,
" and others of the Surat district, numbering in all 2,85,860 or 42·4
" per cent. of the total population of the district ;

" (*ii*) Bhils and Talavias of the Broach district, numbering in all
" 19,269, or 6·2 per cent. of the total population of the district ; and

" (*iii*) Bhils, Patelias, Naikdas, and others of the Panchmahals
" district, numbering in all 1,33,419 or 35·6 per cent. of the total
" population of the district.

" The education of these classes has suffered and still suffers from
" several handicaps, *e.g.*, their economic position (almost akin to that
" of land-serfs) compared to that of the other sections of the population ;
" their life of detachment and aloofness in jungles and mountain recesses
" far from the civilising influence of the town or the railroad ; their
" abysmal ignorance and superstition ; their position low down in the
" social ladder ; the selfish desire of the advanced classes to keep them
" in the same state of ignorance and superstition and in the same social
" position ; and their own attitude of self-complacency, indistinguishable
" from positive apathy, in matters other than those concerning their
" routine of daily life. Added to these handicaps, the general tendency of
" Brahmin and Bania school masters, who alone were formerly available
" for service in schools for aboriginals, to neglect their work with a view
" to getting transferred to schools situated amid more healthy and con-
" genial surroundings made the problem of their education extremely
" difficult of solution.

" All these difficulties of the situation have received very careful con-
" sideration since 1903-04 and four special central boarding schools have
" been established for them since then. The first central boarding school
" was established in 1904 for the Kaliparaj boys, first temporarily at
" Mandvi and then permanently at Godsamba in the Mandvi Taluka of the
" Surat district ; the second in 1905 for Bhil and Talavia boys at Diwa in
" the Ankleshwar Taluka of the Broach District ; the third in 1907 for
" Bhil and Patelia boys, first temporarily at Garbada and then perma-
" nently at Dohad in the Dohad Taluka of the Panch Mahals District ; and
" the fourth in 1919 for Kaliparaj boys at Khergam in the Chikhli Taluka
" of the Surat District. The last has recently been transferred to a more
" suitable Kaliparaj centre at Waghchhipa in the Pardi Taluka of the
" same district.

"The number of boarders admitted to these schools is as follows:—

"Godsamba 35; Diwa 15; Dohad 50; and Waghchhipa 25.

"The cost of maintenance of the Godsamba school is Rs. 7,750 per "annum; of the Diwa school Rs. 1,800; of the Dohad school "Rs. 7,420; and of the Waghchhipa school Rs. 4,300. The buildings "of the Godsamba school cost Rs. 6,000 and those of the Dohad school "Rs. 13,151.

"The cost of educating each pupil at Godsamba is Rs. 155 per "annum, at Diwa Rs. 120, at Dohad Rs. 212, and at Waghchhipa "Rs. 172.

"The aim of all these schools is to collect aboriginal boys for higher "primary study in selected central places and prepare them ultimately "for the Vernacular Final Examination so as to render them available "for service as teachers in village schools situated in areas inhabited "by people of their own class. It is gratifying to note that this aim "has been more than fulfilled. The Central Kaliparaj school at "Godsamba has already turned out 178 Vernacular Final passed "men; the Diwa school 158; the Dohad school 90; and the Wagh-"chhipa school 29; and of these Vernacular Final passed men, about "10 per cent. have received training at the P. R. Training College, "Ahmedabad, and a good many of them are serving as teachers in "village Primary schools. The Godsamba school is now in charge of "a third year trained Kaliparaj teacher, one of its own products.

"It will appear from the above figures that the situation has in "recent years been reversed. Instead of there being a lack of abori-"ginal class teachers for schools for aboriginal classes, as there was 25 "years ago, there is now an excess, for whom in these days of financial "stringency, which has prevented the opening of any more schools "since 1921, it is now impossible to find employment.

"To meet this difficulty, agricultural bias has already been introduced "in the curriculum of the Central Schools at Godsamba and Dohad; "boys of the Central school at Waghchhipa have been afforded faci-"lities to avail themselves of the agricultural-bias curriculum that has "been introduced into the local primary schools; and arrangements "are under contemplation to afford boys of the Central school at Diwa "similar facilities.

"The agricultural-bias course which is taught in the higher "standards V, VI, and VII of these schools includes not only the "theory and practice of agriculture but also village carpentry and "smithing. The course is, thus, well suited to the future vocational "needs of the pupils and is, for this reason, gaining in popular "favour.

"The pupils taking the agricultural-bias course are prepared for "special Vernacular Final Examination instituted for the benefit of "pupils of agricultural-bias schools and are thus enabled to continue, "if they choose to do so, to compete on equal terms with ordinary "Vernacular Final passed men for admission to the lower grades of "the public service.

"Endeavours are thus being made to produce not only good "aboriginal class teachers but also good aboriginal class farmers.

"As regards the general mental and manual abilities of these classes, "it has been observed that while boys of these classes are generally "better fitted than boys of advanced classes for all kinds of manual "work, they are not inferior to them in mental work, except perhaps "in language work (correct speaking and writing) which is affected "more by their illiterate environment. In competition with "candidates of other communities at the Vernacular Final and Training "College Examinations, they have always stood remarkably well "and have often beaten them on their own ground. A Godsamba "boarder stood first twice and second thrice during the last ten years "at the Vernacular Final Examination. A Godsamba boarder stood "first twice at the Entrance Examination of the P. R. Training College, "Ahmedabad. One Vernacular Final passed student of the Godsamba "school, and one of the Dohad school, studied in the Special English "Class for Vernacular Final passed boys in the Surat Middle school. "These results tend to show that whatever part nature or heredity may "play in the education of the young, nurture plays no less.

"One defect has, however, been noticed in the educated aboriginal "youth, *viz.*, lack of power of organisation and courage to exercise "authority and shoulder responsibility, to face difficulty and to find "a way out of it. Generally, he is soon non-plussed by unforeseen "circumstances."

I have quoted Mr. Vakil's remarks at length because they describe results which appear to me to be of a very remarkable character. That such youths, whose brains were, so far as we know, virgin soil, should in the first contest be able to beat the cream of the vernacular intelligence of Gujarat appears to me to present phenomena of special interest to the student of heredity.

Criminal Tribes.

209. The total number of pupils belonging to the Criminal Tribes in public institutions decreased from 5,321 to 4,685, the decrease being chiefly due to a change in the caste classification. Of these, 19 were in Secondary schools, 4,105 in Primary schools, 6 in Training institutions, and 495 in other Special schools. There were 34 schools specially maintained for these classes, with 1,106 pupils. The education of these tribes is almost entirely under the control of the Criminal Tribes Settlement Officer. Government maintain special settlements for these tribes at various places, the bulk of which are in the Southern Division, the main centres being Dharwar and Bijapur. In these settlements elementary education is free and compulsory both for boys and girls up to the age of thirteen years, and for all children who work as half-timers in the mills. Attendance in the night schools is compulsory up to the age of 18 for boys who have left day schools. Manual training receives special attention. Workshops have been attached to six Settlement schools, where boys receive special training in carpentry. As many as 498 boys are reported to be receiving training

in agriculture, wood and tin work, tailoring, and weaving. All these subjects form a regular part of the curriculum of Settlement schools. The annual examinations are held by the Committee of Direction for Technical Education, Bombay. Forty boys from these schools passed the first year examination in Drawing and Carpentry, and nineteen passed the second year examination.

Depressed Classes.

210. The number of pupils of the Depressed Classes or so-called "Untouchables" in the Presidency proper increased from 36,543 to 60,260. Of these, nine were in Colleges, 730 in Secondary schools, 58,651 in Primary schools, 64 in Training institutions, and 569 in other special schools. The following table compares the number of schools specially intended for these classes and the number of pupils attending them, by Divisions :—

	Schools			Pupils		
	1921-22	1926-27	Increase or decrease	1921-22	1926-27	Increase or decrease
Bombay Division	136	95	−41	5,342	3,307	−2,035
Central Division	182	260	+78	6,856	9,760	+2,904
Northern Division	81	111	+30	2,674	4,381	+ 1,707
Southern Division	109	106	− 3	3,173	3,313	+ 140
Total ..	508	572	+64	18,045	20,761	2,716

The Bombay Municipality have closed the special schools for these classes, the children being allowed to join the ordinary schools and mix freely with the pupils of other communities. This accounts for the decrease in the numbers in the Bombay Division. The question of the removal of untouchability continued to engage the attention of the Political leaders and Social workers throughout the Quinquennium. In 1922-23 Government issued a Press note on this subject and ordered that no disability should be imposed on the children of the Depressed Classes in any school conducted by a public authority, and that where schools were held in temples etc. other arrangements should be made. Government further ordered that aided schools which discriminated against Depressed Class children should be penalised in respect of the amount of grant earned.

These orders were in some places at first resented by orthodox Hindus, but the recent reports of the Educational Inspectors show that the prejudice against these classes has lessened, although stray cases of antagonism are still reported from rural areas. In previous Reports I have referred to the gradual change in the attitude of the people in rural areas towards these classes. In the Northern Division the Labour Union, Ahmedabad, and the Antyaja Seva Mandal, Nausari, are making efforts for their education and uplift. As many as 40 schools, with some 1,800 pupils, are maintained by these bodies for the benefit of Depressed Class pupils. The endeavours made by the various Christian

Missionary Societies for the emancipation and education of these classes are well known, while the leaders of the people themselves are working vigorously for their moral and material improvement. The Educational Inspector, Bombay Division, reports :—

"They are holding conferences and educating public opinion with "a view to spread education among their masses. The Depressed "class Boarding houses at Nasik, Bombay, and other places are "very helpful to poor boys in prosecuting their studies. The Depressed "class Mission and the Servants of India Society are exerting their best "to promote education among their ranks and to aid promising youths "to take higher education. The community can now boast of several "Matriculates and even a few graduates and barristers."

Government maintain a hostel for such children at Poona, with accommodation for 50 boarders, who attend different schools in the city. The hostel maintained by the Depressed Class Mission at Poona is in a languishing condition, chiefly owing to dissensions among the members of the managing body.

Of the 476 Depressed Class pupils who appeared for the Vernacular Final examination in 1927, 160 passed. Mr. K. S. Vakil makes the following remarks :—

"The educable capacity of depressed class (particularly Dhed) "children is much higher than that of children of aboriginal classes on "account of the fact that the depressed classes have always lived among "the people in towns and villages, whereas the aboriginal classes have "lived far away from them in jungles and mountain recesses. Dheds "have proved their intelligence and capacity for responsible work by "centuries of service as *ravanias* or village servants. They would "receive education well and, when educated, would be fit for any kind "of responsible work."

Teachers.

211. The following table gives the number of trained and untrained teachers of the Backward Classes in Government, District Local Board, and Municipal Primary schools in the Presidency proper :—

	Aboriginal Hill Tribes	Depressed classes	Criminal Tribes	Total
Trained	121	200	31	352
Untrained	167	381	19	567
Total ..	288	581	50	919
Total for 1922 ..	237	328	44	609

Sind.

212. Conditions in Sind differ entirely from those of the Presidency proper. In Sind Hindus constitute only 26 per cent. of the population, the Intermediate and Backward classes together forming only 11 per cent.

The number of pupils of the Intermediate communities increased from 1,068 to 4,541, and the number of "Backward" pupils from 649 to 1,476. The following table compares the distribution in different classes of institutions:—

	Intermediate		Backward	
	1921-22	1926-27	1921-22	1926-27
Colleges	3	9	..	1
Secondary schools	129	384	7	54
Primary schools	936	3,939	642	1,343
Special schools	..	209	...	78
Total ..	1,068	4,541	649	1,476

The revised scheme of scholarships has done much to accelerate the progress of these classes. The efforts of the Maratha Education Society for the spread of education among the community deserve to be specially mentioned. The Society maintains three Anglo-Vernacular schools, of which one is a night school.

There were ten schools specially intended for Depressed classes, with 332 pupils. The school for Hur children, which is in the charge of a qualified teacher of the same community, was attended by 21 children.

There are 78 teachers of the Intermediate and 2 of the Backward classes in Primary schools. Of the former, 50 were trained and 28 untrained. Both the Backward class teachers are Vernacular Final passed men.

Scholarships.

213. In 1924-25 Government sanctioned a revised scheme for the award of scholarships to pupils of the Intermediate and Backward classes attending various kinds of institutions. The following scholarships are at present awarded to pupils of these communities:—

Intermediate Communities.—One thousand two hundred and seventy-four scholarships of a value ranging from Rs. 6 in Standard I to Rs. 10 in Standard VII in Secondary schools, awarded annually at the rate of 182 scholarships, tenable for seven years; 120 scholarships, of the value of Rs. 20 in the Presidency proper and Rs. 30 in Sind, in Arts Colleges, awarded annually at the rate of 30 scholarships, tenable for four years;

Fifty-one scholarships of a value ranging from Rs. 25 to Rs. 40 in Professional institutions, awarded annually at the rate of 5 scholarships in a College of Engineering, 5 in a Law College, 2 in the Sydenham College of Commerce, and 5 in the Victoria Jubilee Technical Institute, all these scholarships being tenable for the whole course.

Backward Hindu Communities.—Three hundred scholarships of a value ranging from Rs. 5 to Rs. 7 in Standards V-VII of primary schools in the Presidency proper, awarded annually at the rate of 100 scholarships tenable for three years;

Six hundred and forty-four scholarships of a value ranging from Rs. 6 to Rs. 10 in Secondary schools, awarded annually at the rate of 92 scholarships tenable for seven years;

Ninety scholarships of the value of Rs. 20 in Arts Colleges, awarded annually at the rate of 22 scholarships tenable for four years;

Thirty scholarships of a value ranging from Rs. 25 to Rs. 40 in Professional institutions, awarded annually at the rate of three in a College of Engineering, three in a Law College, one in the Sydenham College of Commerce, and three in the Victoria Jubilee Technical Institute, tenable for the whole course.

All these scholarships were originally awarded by selection, those in schools by the Educational Inspectors and those in Colleges by the Director of Public Instruction, due regard being had to the age, character, ability, and physical fitness of the candidates, and to the circumstances of their parents. Recently Government have ordered that the scholarships in Secondary schools should be split up into Middle school scholarships tenable for three years and High School scholarships tenable for four years, and that these scholarships should be awarded on the results of competitive examinations.

The number of candidates who apply for 'Intermediate' scholarships in all kinds of institutions is sufficiently large to absorb the scholarships provided for these classes. So also is the case with primary scholarships for Backward communities including Depressed classes. The number of applicants from these communities for scholarships in Secondary schools and Colleges, is, however, still too small to take up all the available scholarships; this is especially so in the case of College scholarships. Thus, during 1926-27, only twelve of the sixty-eight scholarships in Arts Colleges and only three of the twenty-seven in Professional institutions available for the year were held by 'Backward' class students. The scholarships thus left vacant were awarded to students of the Intermediate classes.

CHAPTER XVI.

Reformatory Schools.

214. The Acts under which children are sent to Reformatory Schools are the Apprentices Act of 1850, the Reformatory Schools Act of 1897, and the Criminal Tribes Act of 1911. To this has now been added the Bombay Children's Act of 1924. An account of this Act is given in para. 220 of this Chapter.

Institutions.

215. There are three Reformatory Schools (exclusive of the Juvenile Jail School, Dharwar) in this Presidency :—(1) at Yeravda (Poona), (2) the David Sassoon Industrial and Reformatory Institution at Matunga near Bombay, and (3) the Willingdon Boys' Home, Byculla, Bombay. The first is maintained by Government and the other two are aided by Government. The following table gives the average number of pupils and the average cost per pupil in each institution :—

Name	Year	Average monthly number	Expenditure	Monthly cost per pupil
			Rs.	Rs. a.
Yeravda Reformatory	1921-22 ..	156	38,236	20 6
	1926-27 ..	163	45,108	23 1
David Sassoon Industrial and Reformatory Institution, Bombay.	1921-22 ..	328	85,671	21 11
	1926-27 ..	338	96,372	23 12
Willingdon Boys' Home, Bombay	1921-22 ..	15	6,105	33 14
	1926-27 ..	68	11,662	14 5

The Reformatories are under the general control of the Department of Public Instruction, the fact thereby being recognised that they are schools for the education and reform of boys and not jails. The final control is that of Government in the Home Department, in the Budget of which Department the expenditure is included.

Yeravda Reformatory.

216. This is a Government institution, under the direct management of the Department, assisted by a Committee of Visitors. It is conducted under the Reformatory Schools Act of 1897 and is meant for youthful offenders under 15 years of age, who are detained in the school till they attain the age of 18 years. Besides instruction in Marathi, Gujarati, and Urdu up to Vernacular Standard V, trades such as carpentry, smithing, book-binding, painting, tailoring, and gardening and agriculture are taught. A Reading Room was started in 1926 where boys read vernacular magazines for an hour every evening. Every endeavour is made to conduct the institution as a school and not as a penitentiary, and it can truly be said that the Superintendent, Mr. B. H. Kazi, has conducted the school on these lines and has been singularly successful in his methods. Every endeavour is made to make the boys happy and to teach them self-respect and they are imbued with a desire to go out into the world as

honest citizens. Special attention is paid to games, matches being played with outside teams. The boys are taken out on special occasions, and every opportunity is taken to break the monotony of their lives. A special feature is made of the annual Prize Giving, at which His Excellency the Governor has presided on three occasions, and it is noteworthy that a number of old students annually attend this function.

The following remarks made by the Christian Science Monitor, Boston (U. S. A.), are reproduced from my Annual Report for 1924-25 :—

"Results like these are attributable to the humane methods of "reforming wayward and erring juveniles introduced by the Superin- "tendent. One feature of the School-life is the direct participation of "the staff of teachers in all games. The success of the School can be "gauged from the fact that several guardians have actually applied "for their wards to be admitted into the School as ordinary "boarders."

The David Sassoon Industrial and Reformatory Institution.

217. The institution is conducted under the Apprentice Act of 1850 and is under the control of a Committee of Management, with Mr. E. J. Bunbury as its Chairman. It is meant for children above ten and under eighteen years of age, who are bound as apprentices by a magistrate or by their parents for a period not exceeding seven years to learn a trade or craft. Instruction is given in Marathi, Gujarati, and Urdu up to Standard IV; English is also taught throughout the course. In addition, drawing, gardening, carpentry, tailoring, canework, painting, smithing, and lathework are taught, while about 100 boys are sent daily to learn spinning and weaving in the local mills. The Reformatory is an excellent one and embodies the most up-to-date ideas on the method of conducting such an institution. The chief credit must be given to the Chairman, who has been indefatigable in his efforts and has made a special study of the subject in England. I quote the following interesting account from his Report :—

"During the last three years of the quinquennium radical changes "and reforms were introduced in order to infuse a Public School "spirit into the institution. Various means were employed to "cultivate a moral sense and to awaken the consciences of the boys. "The first and most important step was giving the boys religious and "moral instruction over and above the introduction of morning "and evening prayers. Religious influences were produced by "inaugurating bi-weekly discourses given by a Hindoo Panditji and "a Muhammadan Kazi, and lectures and sermons delivered by the "Superintendent or one of the class teachers every morning to all the "boys assembled after their morning parade. The older boys were "invited to give short speeches and as many as 20 boys have taken "advantage of this invitation. These addresses consist of direct "moral teaching on stories from the Shastras and ancient Indian "history, illuminated by songs taken from the Bhajans, Abhangas "or poems of the great Indian Saints. This music has an inestimable "influence upon the young mind when accompanied by appropriate

"moral teaching. Class Teachers avail themselves of giving direct "moral instruction to boys in reference to the lessons taught in the "class. Christian boys were sent to the neighbouring Victoria Church, "Mahim, on all Sundays and other important Holidays, and Bible "classes were held for them in the Institution by a Christian Father "on Wednesdays. A Reading Room and Boys' Library were "introduced, and boys were induced to take books and picture-"magazines to their dormitories as a means of side-recreation and "also to attend the Reading Room during the recess hours when they "could read newspapers, magazines, etc.

"Added to these methods of mind and conscience culture, a system "of regular Physical Drill in the morning combined with Gymnastic "Exercises and out-door games like Cricket, Hockey, Foot-ball played "in the free hours of morning and evening, helped to create a sound "body for a sound mind. Boys are made to understand that the "authorities trust them when they are sent out for evening walks on "Saturdays, Sundays and holidays, that they are expected to show "sportsmanlike spirit when they are sent out to play cricket matches "with outside schools and clubs on outside grounds as also when "played on our ground, and there has been a happy response from "the boys generally. Escapes are now few and far between; full-"time peon escorts have been withdrawn from boys sent out "for special treatment to Hospitals and the result is encouraging. "Sets of swings and see-saws are provided as means of out-door "recreation over and above some in-door games to be played in the "dormitories. A Scout Troop was introduced in 1925, which is "perhaps a novel feature in the history of Reformatories in India, "and scouts of this 'Bunbury Scout Troop' are sent to scout camps; "Camp fires and other scout meetings like other ordinary Scouts. A "system of School Excursions has been introduced and parties of "boys have visited Elephanta, Borivli, Canery Caves, Juhu sands, "Versova beach, Victoria Gardens, and Prince of Wales Museum. "Boxing has also been introduced and one of the boys carried off a "silver cup in an Amateur Boxing Tournament. To combine recreat-"ing and culture, Magic Lantern Lectures are delivered on Saturdays, "for which slides are procured from the beautiful collection of the "Visual Instruction Department, and a lantern has been "purchased by the Institution. The result of these efforts has been "an appreciable improvement in the general tone of the institution "and a cessation of unpleasant outbreaks such as occurred in "previous years."

The total expenditure of the institution in 1926-27 was Rs. 96,372, of which Rs. 69,027 was paid by Government.

Willingdon Boys' Home.

218. The Home is maintained and managed by the Salvation Army Mission and has a Committee of Visitors appointed by Government. It is conducted under the Reformatory Schools Act of 1897 and is intended for (*i*) Juvenile offenders who are conditionally released from prison to serve the remainder of their sentence in a Home; (*ii*) boys sent under

the Reformatory Schools Act; and (*iii*) homeless boys sent by the Police. There were 74 boys in the Home at the end of the quinquennium. The boys receive instruction up to standard IV (Marathi and Gujarati).

In addition, weaving, tailoring, and cane-work are also taught. Games—hockey, cricket, football, as well as Indian games—are played, but the space available for the purpose is small. In 1925, 36 boys absconded while being brought back from a special lecture in the Salvation Army Hall near by. Within three months, however, 31 of these boys were recovered by the Home Staff without Police aid. The Social Secretary reports :—

"These (abscondings) have been considerably reduced during the "period under review. Every reasonable precaution has been "taken to prevent abscondings, without giving the Home the appear- "ance of, and also the atmosphere of, a prison. Apart from this, how- "ever, it is claimed that there is now not the desire to abscond on the "part of the boys. This is due to the fact that the Institution has "become more of a Home than a place of detention, as it is considered "that this has a better influence on the boys generally."

The total expenditure in 1926-27 was Rs. 11,662, of which Rs. 6,242 was paid by Government.

The Borstal Institution (Juvenile Jail School, Dharwar) is intended for juvenile offenders from the age of 15 to 21 years and is managed by the Jail Department. The number of boys in 1926-27 was 275, against 276 in 1921-22. The boys are taught up to standard IV in Marathi, Gujarati, Kanarese, Urdu, and Sindhi. Special instruction is also given in carpentry, smithing, agriculture, cane-work, and masonry. The discipline of the inmates is reported to have been satisfactory.

219. The importance of the after-care of the boys is fully recognised in all the Reformatory schools and all take active steps to obtain suitable employment for their boys as they leave. In the case of the Reformatory School at Yeravda the mode of life of discharged boys was in the past watched by the Deputy Educational Inspectors of the District concerned, who sent reports on the conduct and occupation of discharged boys. In consequence of the transfer of Primary education to the Local Authorities, however, the Administrative Officers of such bodies as have actually taken over the control have been requested to furnish the necessary information. The Superintendent also addressed a circular to a number of local public spirited men in each District asking for help and co-operation, but the response was not encouraging. It has been proposed to establish a central Advisory Board and to establish After-care or Prisoners' Aid Societies in each District which will work on the lines of the Sheppard After-care Association of Bombay, and the matter is under consideration.

After-care.

The Chairman of the David Sassoon Industrial and Reformatory Institution reports—

"The Managing Committee is very keen on finding employment for "the boys when they are discharged from the Institution and very large

" numbers were sent straight to employers during the last three years. " All boys who have been taught spinning can easily get a job in one or " other of the mills in Bombay. These from 8 to 12 years generally " get employment as domestic servants in private families where the " Committee endeavour to arrange for them to be looked after by their " employers. 'The Sheppard After-care Auxiliary Home' has been " opened and is doing excellent work since it has been transferred in the " hands of the Salvation Army in the year 1923."

The Social Secretary of the Salvation Army in charge of the Willingdon Boys' Home reports—

" With regard to the after-care of the boys who are discharged, and " who remain in Bombay, every encouragement is given them by the " Home Superintendent to keep in touch with the Home. They fre- " quently pay visit sto the Institution. On theoccasion of the Annual " Sports, at the New Year, special invitations are given to the boys " that have left, which are gladly taken advantage of. In the case of " boys who leave Bombay for up-country, and where it is practicable, " the boys are given letters of introduction to Salvation Army officers " working in their particular district and the boys are urged to get in " touch with our officer, and are also encouraged to correspond with " the Home Superintendent. It will be seen that a fair percentage of " the boys who found employment went into the Bombay mills, for " which their training on the Home hand-looms have prepared them. " It has been found that the mill-managers are glad to take these boys. " With regard to Juvenile Prisoners, these boys are handed back to the " Police who send them back to their respective homes."

The following table gives information regarding the after-careers of boys discharged so far as they are known :—

Name	Total number of boys discharged	Number traced						Number untraced	Remarks
		Employed	Unemployed	Reconvicted	Placed under Police surveillance	Died	Total		
1	2	3	4	5	6	7	8	9	10
Reformatory School, Yeravda.	132	67	10	13	..	4	94	38	For 3 years only.
David Sassoon Industrial and Reformatory Institution, Bombay.	572	386	..	2	..	1	389	183	
Salvation Army Willingdon Boys' Home, Bombay.	70	38	..	1	..	3	42	28	

220. This Act came into operation on May 1st, 1927. It provides for the custody and protection of children and young persons and for the custody, trial, and punishment of youthful offenders. Children and young persons detained under the Act are to be kept in Industrial and other Educational institutions to be specially certified by Government for the purpose. The Act has been applied to the City of Bombay and the Municipal Borough of Lonavla only in the first instance. The schools so far certified are—

The Bombay Children's Act.

(1) David Sassoon Industrial and Reformatory Institution, Matunga.

(2) The Salvation Army Willingdon Boys' Home.

(3) The Salvation Army Girls' Home, Matunga.

(4) The Dawood Bawla Muhammadan Orphanage for Girls.

(5) Lady Northcote Hindu Orphanage.

(6) Society for Protection of Children in Western India's Home, Matunga.

(7) American Mission School for the Blind, Bombay.

(8) The Happy Home for the Blind, Bombay.

(9) Haji Zakaria Ahmad Patel Muhammadan Boys' Orphanage, Khadak, Bombay.

(10) Seva Sadan, Bombay, as an auxiliary home.

Under the rules issued by Government for the inspection of such schools the Director of Public Instruction is the Chief Inspector and the Educational Inspector and his assistants are the Inspector and Assistant Inspectors respectively.

CHAPTER XVII.

EDUCATION OF DEFECTIVES.

Number of schools and pupils.

221. The term 'Defectives' includes the blind and deaf-mutes. The cripple, the mentally defective, and others have been excluded. The existing provision for the instruction of blind and deaf-mute children in this Presidency consists of three schools for the blind (two in Bombay City and one in Karachi) and four schools for deaf-mutes (two in Bombay City, one in Ahmedabad, and one in Poona). The school in Karachi, which receives both blind and deaf-mute children, was opened in 1923 under the auspices of the Ida Rieu Poor Welfare Association. It has a fine block of buildings which were erected and equipped at a cost of Rs. 1,34,000.

All the schools are managed by private bodies, which receive grants from Government and from the Municipalities. The following table shows the number of pupils, total expenditure, and Government grant paid to each institution:—

Name of School	Number of pupils in institutions for				Expenditure			
	Blind		Deaf-Mutes		Provincial		Total	
	1921-22	1926-27	1921-22	1926-27	1921-22	1926-27	1921-22	1926-27
					Rs.	Rs.	Rs.	Rs.
V. M. School for the Blind, Bombay	42	52	..	..	3,414	1,300	13,286	12,150
A. M. School for the Blind, Bombay	47	44	..	..	3,204	2,150	5,204	6,028
Institution for Deaf-Mutes, Bombay	..	..	27	32	4,412	3,620	12,478	11,707
Professor Date's Deaf-Mute Institution, Bombay ..	..	..	29	36	2,046	1,050	6,768	5,598
N. G. Gondhalekar's School for Dumb and Deaf, Poona ..	..	..	..	26	..	150	..	1,382
School for Deaf-Mutes, Ahmedabad ..	..	..	28	39	3,392	4,067	5,382	8,638
Ida Rieu Poor Welfare Association School, Karachi	..	19	..	..	..	1,680	..	7,297
Parvatibai Deaf-Mute School, Gaonkhadi ..	..	..	7	..	1,150	..	1,285	..
Total ..	89	115	91	133	17,618	14,017	44,403	52,800

All the schools excepting the one in Poona are residential institutions, but four of those in the Bombay Division admit day pupils also. The

total number of children between the age of 5 and 15 who are blind is, according to the census of 1921, 3,154; that of deaf-mutes of similar age is 3,068. On the basis of these figures only 3·6 per cent. of the blind of school-going age, and 4·3 per cent. of deaf-mutes, are provided for. Similar percentages for the previous quinquennium were 2·8 and 3 respectively.

Expenditure.

222. The total expenditure on the schools amounted to Rs. 52,800, of which Rs. 14,017 was met from Provincial revenues, Rs. 10,655 from Municipal funds, Rs. 110 from fees, and the balance of Rs. 28,018 from endowments and subscriptions.

Teachers.

223. There are no systematic arrangements for the training of teachers on scientific lines. The teachers of these schools, though not well trained, have, however, acquired by practice and experience sufficient skill in handling the defective children under their charge. Mr. H. D. Chhatrapati, B.A., Principal of the Victoria Memorial School for the Blind, has studied the Braille method adopted to the Gujarati and Marathi alphabets. A blind scholar from the Punjab was trained in the school and was subsequently appointed Head Master of the Government school at Lahore. During the quinquennium the school suffered a serious loss in the death of Dr. Nilkanthrai Dayabhai, its founder and organiser, who, after his becoming blind, had devoted his life to the institution. Mr. P. L. Desai, the Principal of the Ahmedabad School for deaf-mutes, visited during the quinquennium similar institutions in Madras and Mysore.

Subjects taught.

224. The blind are taught to read and write their Vernacular (Marathi or Gujarati) and some of them English also according to the Braille system, and the deaf-mutes to speak, or, at least, articulate. There is however no uniformity in the Braille alphabets used even for one and the same language, and this acts as a great handicap to the interchange of books between the schools. The First All-India Conference of Workers for the Blind and Deaf-mutes held in Bombay on 1st January, 1923, sa the necessity of attempting the necessary uniformity and resolved as follows:—

> "This Conference recommends to all workers for the Blind that in the "preparation of all codes for the different languages of India it is "desirable that the same signs represent similar sounds which they "represent in English Braille as far as possible."

Various crafts, *e.g.* Cane and Bamboo work, drawing, painting, typewriting, carpentry, needlework, music, beadwork, and hand-spinning are also taught to enable the students to obtain employment. Music appears to be especially suitable for the Blind, and it is reported that boys of the Victoria Memorial School have been able to secure employment as Music teachers in respectable families in Bombay and outside.

After-care.

225. Efforts are made to obtain employment for the pupils, as far as possible, after their leaving the schools. For the Blind, however, a life of mendicancy, eked out with music, generally offers superior attractions to any sedentary occupation.

General.

226. The problem of the blind is three-fold—preventive, curative, and educative. This is not the place to deal at length with the question of the preventive and curative measures required. But in view of the fact that the malady is often indirectly due to faulty lighting, faulty seating, and faulty methods of reading and writing in schools, the matter is one with which the educationist is very closely concerned. Most of the blindness in this country, it is believed, could have been prevented by early diagnosis and treatment. Medical inspection is therefore of the greatest value and it is to be regretted that, for financial reasons, the Medical Inspection of Secondary schools, for which provision was made by Government in 1921, had to be discontinued after it had been in operation for one year only. In Government Secondary schools, however, the eyesight of pupils is tested every year by the staff and any defects are brought to the notice of the parents. The weight, height, and chest measurements of every pupil are also taken annually. Many of the non-Government Secondary schools, and a few Primary schools also, chiefly those maintained by Educational Societies, have the eyes of the pupils regularly examined and bring any defects noticed to the eyes of the parents. In particular the Parsis in Bombay and other large cities make provision for medical inspection. It is, however, not uncommon for the parent to take no action even when treatment is imperative.

The Blind Relief Association, Bombay, with centres at Bijapur, Chalisgaon, Bulsar, Surat, and Mirpurkhas, as well as the Salvation Army, are doing much for the prevention and relief of blindness.

CHAPTER XVIII.

Education of Adults.

227 The total number of schools for adults increased during the quinquennium by 30 to 202. Of these 202 schools, six were Secondary, 191 Primary, and five special. There were 193 schools for Men and 9 for Women. The Central Division and the Northern Division alone showed an increase in the number of schools, the others showing a decrease. The Northern Division showed a remarkable progress, the number of schools having increased from 15 to 61. This rise was chiefly due to the opening of night schools in Kaliparaj villages in the Surat District. There were, however, no schools for adults for women in the Northern Division. The drop in the Bombay Division and Southern Division was mainly due to the closing of the Night schools maintained by the Central Co-operative Institute, Bombay.

Schools.

228. The total number of pupils in these schools increased by 1,676 to 7,178, of whom 451 were in Secondary schools, 6,469 in Primary schools, and 258 in Special schools. The number of pupils in schools for adults for Women increased by 236 to 521.

Pupils.

229. The total expenditure on these schools amounted to Rs. 1,00,245, against Rs. 1,54,788 in 1921-22 and Rs. 1,07,480 in 1925-26. Of the Rs. 1,00,245, Rs. 25,548 was defrayed from Provincial funds. Of the total expenditure, Rs. 25,457 was spent on Secondary schools, Rs. 57,867 on Primary schools, and Rs. 16,921 on Special schools, while Rs. 4,420, Rs. 16,196, and Rs. 4,932 respectively were contributed by Government.

Expenditure.

The annual average cost of educating an adult pupil comes to Rs. 14. In a Primary school it is Rs. 9 per pupil and in a Secondary School Rs. 56 per pupil. The average cost per pupil, taking all kinds of schools together, is high as compared with the cost in other Provinces. The Secondary and Special schools, which are attended chiefly by full-timers, and some of the Municipal and Aided Primary schools at important centres, appear to be mainly responsible for this comparatively high average cost per pupil.

230. The following table gives the number of Primary schools for Adults, the number of pupils attending them,

Primary Schools.

and the expenditure on them for 1921-22 and 1926-27 :—

	Schools		Pupils	
	1921-22	1926-27	1921-22	1926-27
Bombay Division	67	53	2,295	1,770
Central Division	48	48	1,372	1,408
Northern Division ..	14	61	390	2,291
Southern Division ..	18	12	519	363
Sind	21	17	693	637
Total ..	168	191	5,269	6,469

	Provincial grant		Total expenditure	
	1921-22	1926-27	1921-22	1926-27
	Rs.	Rs.	Rs.	Rs.
Bombay Division ..	54,286	3,611	1,15,241	22,893
Central Division	4,549	3,742	12,500	11,727
Northern Division ..	1,286	5,279	4,216	12,474
Southern Division ..	1,461	1,183	2,783	1,618
Sind	2,338	2,381	6,288	9,155
Total ..	63,920	16,196	1,41,028	57,867

In the Central Division the work that is being done for the education of the adult population by the Alegaonkar Brothers at Kirkee and in surrounding villages deserves special mention. The schools are attended by 445 pupils and are conducted in a spirit of self-sacrifice for the uplift of the Backward classes. Of the 48 Primary schools in the Central Division, 29 are District Local Board Schools, 6 Municipal, and 13 Aided. The day schools conducted by the Seva Sadan Society at Poona and Baramati continued to do useful work. The Educational Inspector, C. D., reports—

"The activities of the Seva Sadan, Poona, in providing facilities "for the education of grown-up women are well known. Their Primary "schools at Poona and Baramati have a roll of 191 women, and their "special English classes at Poona, with a roll of 83 women, are serving "a very useful purpose. The Society have recently started High "School classes, mainly with a view to securing that a large number "of qualified students take up the nursing and Medical Courses at the "Sassoon Hospital and the B. J. Medical School.

"The work-room classes conducted by the Society, their Music and "First Aid Classes, their Child Welfare work and Training Institutions "for women, provide educational facilities for over 1,000 women. "The Society carries on some of these activities through its branches "at Baramati, Satara, Sholapur, Ahmednagar, Alibag, Nasik, and "Bombay.

"The organisation of the Seva Sadan is thoroughly non-sectarian "and non-sectional. It aims primarily at character building and "making women self-reliant and useful social workers. The whole "work is thoroughly well organised, eminently practical and of very "high social and educational value."

Of the 61 night schools in the Northern Division, eight, with 189 pupils, are maintained by Municipal Boards, 45, with 1,795 pupils, are aided schools, and eight, with 307 pupils, are unaided. The experiment of night schools in Kaliparaj villages in this Division has succeeded beyond expectation, the number of schools having increased fourfold during the quinquennium. The Educational Inspector, N. D., who takes a keen interest in the education of these Backward classes, reports—

"The education of adults is a great problem. Efforts are being "made to bring them within the pale of education by opening night "schools in cities and villages. An attempt to teach adults is "made in the Pardi Taluka of the Surat District and the results "are found satisfactory. There are 46 night schools in the Kali- "paraj villages in the Surat District and they are attended by 1,848 "pupils including children of labouring classes employed to assist "their parents in one or another sort of work and cannot afford to "attend day schools. Village people open night schools, engage "school teachers and then the schools are registered. They pay the "teachers and recoup as much expenditure as possible from Govern- "ment grant. A special curriculum has been prepared for the Kali- "paraj night schools. In this curriculum more attention is paid to "practical Arithmetic and the three R's. In these schools pupils even "as old as 40 years are to be found."

The first Kaliparaj night school was opened in 1924 at Panchlai in the Pardi Taluka, and the Collector, who visited this school, in 1926, remarked as follows :—

"There are 63 boys and girls on the roll—all Kaliparaj. This school "began two years ago with all the pupils in the infant class and there is "now a third standard. The age in the third standard varies from 15 "to 25 and in some cases more. The whole enterprize seems to be a "striking success, and I am glad to notice it should be so. A day "school conflicts with the hard conditions of life in agricultural villages. "The compromise of a night school at least does not put the parents "against the school. It will be interesting to see how the experiment "really stands the test of time. The Assistant Deputy Educational "Inspector says that there are 13 other night schools in the Taluka "with about 500 pupils. I hope it may be the solution of the problem "of education among the Kaliparaj Classes."

I have elsewhere referred to the paucity of suitable reading material in the vernaculars for the masses. This is indeed a cause of many who have learnt to read and write at school relapsing into illiteracy. The fact is that the people have not yet developed the reading habit, as understood in Western countries. In para. 241 of Chapter XX, I have referred to the steps taken by Government to get suitable reading material prepared for the masses. It is difficult to say what is the motive of the cultivator or the artisan when he makes up his mind to enter a school and learn to read and write his own vernacular. No doubt it is often the result of persuasion, or some stronger influence. The main object of the cultivator, in so far as he is actuated by a definite object, apart from the general idea that education will benefit him, is probably to be able to read accounts and thus prevent himself from being cheated. The townsman probably finds a more direct advantage from being able to read and write, and he daily realises the disadvantage of being unable to do so.

Co-operative Night Schools.

231. The Co-operative Night schools were founded in 1918 by the late Sir Vithaldas Thakersey, who provided funds for the maintenance of 40 Night schools, 22 in the Central Division and Bombay Division and 18 in the Southern Division. These schools were controlled by the Bombay Central Co-operative Institute and were inspected and visited by Special Inspectors of Night Schools, who were officers of the Department lent to the Institute for the purpose. The main object of these schools was to educate the adult members of the local Co-operative Societies and their children. The course of instruction covered a period of two years and included Reading up to vernacular Standard IV, Writing, elementary Arithmetic, and a knowledge of local Geography and of the Co-operative Society's accounts. The education was given free. There were examinations at the end of each year and successful students were given rewards of Rs. 5 and Rs. 15 at the first and second year's examinations. It was reported that a student was generally able (after two years) to read and write and to do multiplication and division. The character of the schools was, however, extremely unstable, the chief obstacle to their progress being irregular attendance. With a view to maintaining literacy after completion of the two years' course libraries were opened at three centres, but little advantage was taken of them. There were 33 such Night schools at the beginning of the quinquennium, 16 in the Central Division and Bombay Division, and 17 in the Southern Division, with a total roll of 597 pupils. The whole scheme, however, fell to the ground in 1924, on account of the death of Sir Vithaldas and the discontinuance of the provision of funds.

The Secretary of the Institute reported as follows :—

"The Standing Committee felt that this good work of making the "members of co-operative societies literate and thus able to take care "of their own affairs should not be stopped altogether and an attempt "was, therefore, made to secure funds for the conduct of these schools "by the issue of an appeal to District Co-operative Banks and others.

"We are sorry to note that the response to this appeal was very "disappointing; and the Standing Committee had, therefore, to "discontinue the night schools with great regret."

Secondary and Special Schools.

232. Secondary schools for adults increased during the quinquennium from 3 to 6, and the number of pupils in them from 185 to 451. Of these, five, with 380 pupils, were for men, and one, with 71 pupils, for women. One of these is the Bradley Night High School, Bombay; another is the Poona Night High School, maintained by the Sarasvati Mandir, with an attendance of 81 pupils, mostly adults, most of whom are teachers, clerks, mechanics, etc. by day. These two schools follow the ordinary Anglo-Vernacular school curriculum and prepare candidates for the School-leaving Examination. Of the remaining three Secondary Night Schools for Men, one is at Igatpuri in the Nasik District, teaching up to the Third Standard, and is attended by labourers who work on the G. I. P Railway during the day. Two are at Karachi: these also cater for the labouring classes. One of the schools at Karachi gives instruction in English only. The total expenditure on these six schools was Rs. 25,457, of which Rs. 4,420 was contributed from Provincial funds.

The number of Special schools increased from one, with 48 pupils, to five, with 258 pupils. All of these are for grown-up women and, with the exception of one in Bombay, are conducted by the Poona Seva Sadan Society. Instruction is given in these classes in English, First Aid, Sewing, Music, Nursing, Midwifery, and Domestic industries.

Adult Education Society.

233. This Society was started about 1921 with the object of providing higher education for men and women earning their living. Several classes were maintained by the Society, with lectures on Browning, Psychology, Principles of Sociology and Economy, and English Lyrics. The lectures on English Lyrics were intended solely for ladies. The lectures were delivered by Professor P. A. Wadia, Professor G. S. Ghurye, and Mr. R. D. Choksi. These lectures were continued for a year or two only, and the Society then appears to have died a natural death.

Outside Lectures.

234. Thirty-four lectures were delivered during the quinquennium under the auspices of the Dnyan Prasarak Mandali, Bombay, of which 24 were illustrated by means of the Magic Lantern. These Lectures were delivered in Gujarati as a rule, the main topics being Health and Sanitation, Hygiene, the Co-operative movement in India, and Archæology.

A number of lectures were arranged by the Bombay University, the most notable of which were those delivered by Professor P. M. Buck of the Nebraska University on "American Doctrines of Individualism," by Professor R. E. Hume of New York on "Indian Philosophy," by Mr. F. S. Marvin on the "Unity of Civilization," the "Meaning and Reality of Progress," the "Place of Science in History," and "the Teaching of History," and by Professor A. V. Williams Jackson of the Columbia University on "Ballad Poetry, Oriental and Occidental."

Eighteen public Lectures were delivered under the auspices of the Cama Institute, Bombay, the chief amongst which were those on "Controversy over the original Home of the Aryans" by Dr. S. K. Belvalkar, "An Excursion on the Periphery of Indological Research" by Dr. V. S. Sukhtankar, "New Light on Persian History from Pahlavi Inscriptions" by Professor Ernest Herzfeld of the Berlin University, and "Archæological Researches in Bactria" by Professor Alfred Foucher.

The Bhandarkar Oriental Research Institute, Poona, also arranged for several public lectures or informal discourses, among which were—"Sojourn in Afghanistan" by Professor Foucher, "Lyrics in Poetry" by Professor Jackson, "General discussion on Mahabharata work" by Dr. Sylvain Levi, and "Indo-European Ideas in Ancient India" by Professor Sten Konow.

Among the distinguished lecturers of the Royal Asiatic Society may be mentioned Dr. Winternitz, Professor Sylvain Levi, and the Count Martini ed Valperga.

235. I have referred in Chapter XI to the work that is being done by means of the hundred magic lanterns possessed by the Department and supervised by the Deputy Inspector for Visual Instruction. The Deputy Inspector himself visits fairs and festivals, Baby Week exhibitions, and the like, and gives lectures not only on subjects of popular interest, but on Hygiene and Public Health, on Co-operation, on the activities of the Agricultural Department, and other matters of public interest. To the lectures given in the Secondary schools and Training Colleges members of the public are freely invited, while the lectures given in the villages and smaller towns by the Inspecting staff are said to attract large numbers. No doubt the popularity of such lectures depends chiefly on the capacity of the lecturer to make himself interesting, but it would appear that these lectures have in no small measure assisted the general desire of the masses, especially in the villages, for material improvement, which is itself responsible for the increasing demand for education.

Work done by the Department.

As a means of arresting attention, for advertisement and propaganda purposes, the cinematograph would probably be even more successful among the adult population than the magic lantern. I have shown in the Chapter quoted above that educational experience has condemned the cinematograph for use in schools. But as a means of creating a desire for improvement, material, intellectual, and moral, among the masses, there are great possibilities in the cinematograph, the value of which has been fully recognised by the Railway Central Publicity Bureau.

CHAPTER XIX.

UNRECOGNISED INSTITUTIONS.

Introduction.

236. Unrecognised institutions are those which do not submit to inspection by the Department and do not ordinarily send in returns. As these institutions cannot be compelled to submit information, the statistics are for the most part based on hearsay reports and cannot be considered reliable.

These schools generally frame their own courses of studies, but many of them are reported to follow the Departmental curricula. With the exception of a few "National" schools and two or three institutions affiliated to the Indian Women's University, the unrecognised schools impart instruction in the Vernacular. Most of them are indigenous schools which prepare children in the rudiments of the three R's. The majority of the Muhammadan pupils attend Maktabs or Mulla schools (in Sind), which confine themselves largely to religious instruction.

Schools and Pupils.

237. The following table gives the position of the unrecognised schools for the last six years :—

Division		1921-22	1922-23	1923-24	1924-25	1925-26	1926-27
Bombay Division	Schools	186	187	171	195	175	207
	Pupils	7,630	7,902	8,145	7,866	4,653	6,910
Central Division	Schools	158	134	163	201	164	110
	Pupils	4,006	3,798	4,292	5,393	5,076	2,204
Northern Division	Schools	602	530	503	344	287	253
	Pupils	38,738	36,603	35,619	21,734	15,471	12,521
Southern Division	Schools	68	61	43	55	67	65
	Pupils	1,479	1,367	889	1,144	1,568	1,510
Sind	Schools	577	773	655	691	668	792
	Pupils	9,662	12,176	9,321	9,719	10,271	11,476
Total	Schools	1,591	1,685	1,535	1,486	1,361	1,427
	Pupils	61,515	61,846	58,266	45,856	37,039	34,621

All the Divisions except the Bombay Division and Sind show a decrease in the number of schools and pupils. In the Northern Division, which was the main centre of the non-cooperation movement, the fall is due to the winding up of the National schools. The increase in the case of Sind is partly due to the greater strictness of the Department in registering Mulla schools for grant, those not so registered being as a rule classed as unregistered. But I suspect that the increase is chiefly due to greater thoroughness in the returns.

The number of pupils in unrecognised schools formed 3·0 per cent. of the total number of pupils under instruction as against 3·8 per cent. in the preceding year and against 6·4 per cent. in 1921-22. Hindus formed 40·5 per cent. and Muhammadans 57·9 per cent.

Classification.

238. The unrecognised institutions may be classified as follows :—

	Number of institutions.	Number of pupils.
Colleges	2	92
Secondary Schools	83	4,083
Primary schools..	1,153	23,729
Special schools	189	6,717
Total ..	1,427	34,621

A special account is given in Chapter XII of the Indian Women's University, Poona. Neither the University, nor the High School for girls, nor the Normal class for training Primary teachers, has applied formally for recognition.

Both the Collegiate institutions are at Poona— the Tilak Maha Vidyalaya (with a roll of 68), and the Arts College affiliated to the Indian Women's University (with a roll of 24). An Ayurvedic school is maintained in the former. This school is reported to be equipped with a laboratory and a dispensary for outdoor patients.

Among the Secondary schools for boys, the Maharashtra Vidyalaya High School of the Poona Anath Vidyarthi Graha, the Navin Samarth Vidyalaya, Talegaon Dabhade, the Pradnya Pathshala, Wai, and the Poona Kanyashala, may be mentioned. The last-mentioned institution is for girls and is affiliated to the Indian Women's University. As regards the courses followed in boys' schools the Educational Inspector, C. D., reports :—

"These institutions do not follow the Departmental curriculum "but work on independent lines. The vernacular is the medium of "instruction for subjects other than English and special emphasis "is laid on physical culture, simplicity of life, and specialising at "a suitable stage in some vocational or industrial branch."

CHAPTER XX.

TEXT-BOOKS, LIBRARIES, PUBLICATIONS, ETC.

School Book Committees.

239. In accordance with the rules relating to the working of the School Book Committees, which were revised in 1924, there are now six committees, which assist the Director of Public Instruction in matters relating to the use of books in recognised schools. The Provincial School Book Committee, of which the Director of Public Instruction is President, considers books for use in Secondary schools, while the five Vernacular School Book Committees, with the Divisional Educational Inspectors as Presidents, deal with books in Marathi, Gujarati, Kanarese, Sindhi, and Urdu.

These Committees are mainly consultative bodies and their function is to advise on questions referred to them by the President. The decision is based on the opinions of the majority, but if the Educational Inspector disagrees with this it is open to him to refer the case to the Director of Public Instruction for decision. Similarly, if the Director of Public Instruction disagrees with the majority of the Provincial Committee, he may refer the case to Government for orders.

No books other than those sanctioned by the Department are allowed to be used in any Government, aided, or recognised school, or in any school approved by a Local Authority. The following table compares the work done by each Committee during 1921-22 and 1926-27 :—

	Number of books received including opening balance		Number of books disposed of	
			Sanctioned	
	1921-22	1926-27	1921-22	1926-27
Provincial School Book Committee.	77	263	37	184
Urdu School Book Committee	82	74	29	34
Marathi School Book Committee.	110	207	57	181
Gujarati School Book Committee.	85	221	37	108
Kanarese School Book Committee.	21	43	21	31
Sindhi School Book Committee.	23	84	14	59
Total	398	892	195	597

	Number of books disposed of		Balance	
	Rejected			
	1921-22	1926-27	1921-22	1926-27
Provincial School Book Committee.	11	18	29	61
Urdu School Book Committee	3	12	50	28
Marathi School Book Committee.	11	22	42	4
Gujarati School Book Committee.	21	18	27	95
Kanarese School Book Committee.	....	12	....	....
Sindhi School Book Committee.	4	11	5	14
Total ..	50	93	153	202

No book is considered unless it is brought before the Committee by the Educational Inspector or by one of the members, or unless some school applies for permission to use it. Thus, books submitted by Publishing firms are not usually considered by the Committees. Many books intended primarily for schools in England but quite unsuitable for Indian schools are submitted by European publishing firms.

The total number of books received for consideration during the last year of the quinquennium was more than double the number received in 1921-22, the increase being reported to be mainly due to the growing demand for books in Primary schools. The President of the Gujarati School Book Committee reports :—

"From the statement it will appear that the Book Committee is "receiving more and more books and the Committee is also disposing "of more. The books received deal with varied subjects. Owing "to the teaching of History in the higher standards through "the medium of Gujarati a number of books on History were received. "His Highness the Maharaja of Baroda has done special service to "Gujarati Literature by a grant of 4 lacs of rupees for preparing books "suitable for children and for publishing books on varied subjects. "The books published under this arrangement fall into the two series, "Shree Sayaji Sahitya Mandal supply the needs of non-English "knowing readers. The other publishing agency in Gujarat is the "Gujarat Vernacular Society. Series of books known as the Sastu "Sahityamala, Dakshina Murti Bhuwan Mandir Mala and the Dnyan "Vardhak Pustak Mala also contribute substantially to Gujarati "literature."

Publications.

240. The total number of publications registered during the year increased by 687 to 4,182, as against 2,939 in 1921-22. Of the total number of publications, 4,069 were

original works; 111 translations, and two were republications. Miscellaneous works as usual account for nearly half the total number of publications. The following extract from the note on Vernacular literature for the year written by Mr. H. V. Hampton, I.E.S., will be found interesting :—

"The total number of books submitted for review was almost the "same as in 1925-26, but there was no improvement in quality. The "number of really good books was distressingly small and very few "writers of promise made their first appearance in print. In last "year's report Professor Wodehouse drew attention to the 'slack "conditions prevailing in the Indian book-buying and publishing "worlds.' In spite of the spread of education there appears to be a "very small reading public and, consequently, there is hardly any "room for enterprising publishers. In nine cases out of ten books are "published privately or printed by a firm which has taken care before "going to press to insure itself against loss. Some authors, in their "prefaces, candidly admit the difficulties that have to be overcome "before a book can be put on the market and others give the names "of patrons who have guaranteed the printers against financial loss. "Considering the very limited number of book buyers it is hardly "surprising that publication is not a paying proposition and that a "literary career is anything but attractive. On the other hand, it is "equally surprising that, in face of these difficulties, so many "thoroughly worthless books find their way into print. It appears that "hundreds of books are published annually which must spell financial "loss for some one (presumably not the printer), for it is inconceivable "that these books can have any sale worth mentioning. Once the "publishing trade is firmly established the number of utterly worthless "books issued annually is bound to become almost negligible. Another "unfortunate result of the lack of publishing firms is the cheap and "shoddy way in which books, sometimes costing Rs. 2 or Rs. 3, are "issued. The binding and paper are usually of very inferior quality, "the printing is bad and the proof correction worse and, as often as "not, illustrations are poorly reproduced. Several reviewers have "complained of the undue proportion of misprints and pointed out "the harm caused by this slovenly habit—particularly in the case of "books written specially for children. No one of any literary taste "wishes to read, much less to buy, a book of unattractive format in "which misprints on almost every page are an eyesore. The truth "is that little or nothing about the real technique of publishing seems "to be known, or, if it is known, it is certainly not practised. Until "the publisher takes the place of the mere printer it is impossible to "expect skilful proof-reading, without which publication is hardly "worth while. Lastly, it is essential to point out that several books "of an academic or scholarly nature are published without any index— "a want which seriously detracts from the usefulness of books which "in themselves may be indispensable to students, scholars or serious "readers. These remarks are not made merely for the sake of fault-

"finding but solely with a view to pointing out the difficulties with "which authors and readers have to contend. Everyone who is "interested in the future of India hopes for an early florescence of its "vernacular literature and there seems to be no reason why the Bombay "Presidency should not lead the way in a movement which will have "an immense influence on the future of this country. In all proba- "bility there is plenty of material to draw on and perhaps even the "necessary money is available to bring about the desired renaissance. "It is the duty of the public at large and, especially, of the leaders of "thought and culture to join hands and introduce an atmosphere in "which vernacular literature will thrive and develop, until it holds "a pre-eminent position in the country as cultural and socialising "agency."

Some interesting remarks on the Publishing Trade by Mr. E. A. Wodehouse, I.E.S., were quoted in my Annual Report for 1925-26.

Encouragement of Literature.

241. An amount of Rs. 20,655 was spent during the quinquennium on the encouragement of literature. Grants were given to certain literary societies, of which the Deccan Vernacular Translation Society, the Gujarat Vernacular Society, and the Karnatak Vidya Vardhak Sangha may be mentioned. Prizes are awarded by the Deccan Vernacular Translation Society to promising authors for bringing out works of merit on useful subjects. During the quinquennium the Gujarat Vernacular Society brought out a Gujarati dictionary and continued the publication of a series of old Gujarati works edited by Diwan Bahadur K. H. Dhruva.

With a view to encouraging the production of vernacular literature calculated to suit the needs of adults who have left school after completing the Lower Primary course, steps are being taken to get suitable books on useful subjects prepared and published. It is proposed to bring out books in Marathi and Gujarati in the first instance, the subjects selected being Agriculture, History and Geography, and Domestic Science. Government have under consideration the appointment of Committees to direct the authors in the preparation of the books.

Departmental Readers.

242. The new contracts for the publication of the Departmental Vernacular Readers for boys came into operation in 1923. They are for a period of ten years. The contract for the Sindhi, Gujarati, and Marathi Readers was given to the Times of India Press and that for the Kanarese Readers to Messrs. Datar and Sons, Poona. No charge is made by Government to the Publishers for the use of their copy-right in the letter-press, the public thus having to pay for nothing but the cost of printing and publishing. The contracts were placed after tenders had been called for giving the retail prices at which the tenderer was prepared to publish the Readers. The publication of the Urdu Readers and the books prepared by the Urdu Translation Board for use as text-books in Urdu Primary schools has been entrusted to Messrs. M. Feroz Uddin and

Sons, Lahore. The following Table gives the present prices of the Departmental Readers :—

Name of the book	Marathi	Gujarati	Sindhi	Kanarese	Urdu
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
Infants' Primer	0 0 9	0 0 9	0 1 0	0 1 0	0 1 3
Reader I { Boys	0 2 3	0 2 3	0 3 0	0 3 3	0 3 3
Reader I { Girls	0 6 0	0 6 0	....	0 7 6	....
Reader II { Boys	0 2 9	0 2 9	0 4 0	0 3 3	0 5 3
Reader II { Girls	0 6 6	0 6 6	....	....	....
Reader III { Boys	0 5 6	0 5 6	0 6 0	0 5 0	0 7 9
Reader III { Girls	....	0 7 6	....	....	....
Reader IV Boys	0 6 9	0 6 9	0 8 0	0 6 0	0 9 9
Reader V Boys	0 8 6	0 8 6	0 8 6	0 7 0	0 11 9
Reader VI Boys	0 9 0	0 9 0	0 9 6	0 8 0	0 12 9
Reader VII Boys	0 9 6	0 9 6	0 10 6	0 8 0	0 13 9

Libraries.

243. Public libraries are registered by the Director of Public Instruction. Every registered library is required to form a Managing Committee, with a Secretary to carry on correspondence with the Department, and to maintain a list of the books, periodicals, etc., in the library.

Registered libraries are supplied with all Press Notes issued by the Director of Information, and with certain other publications of Government.

The following table gives the number of registered public libraries :—

Division	British Districts	Indian States	Total
Bombay Division	80	6	86
Central Division	72	3	75
Northern Division	55	25	80
Southern Division	58	34	92
Sind	30	..	30
Total ..	295	68	363
Total for 1921-22 ..	261	65	326

The Deccan Vernacular Translation Society, Poona, encourages the development of Marathi literature by the award of prizes to promising authors. During the quinquennium the Society awarded 148 prizes for this purpose.

The Gujarat Vernacular Society, Ahmedabad, possesses a library rich in books of the Gujarati language, as well as a large collection of old Gujarati manuscripts, to which some five hundred were added during

the quinquennium. It publishes a monthly periodical, called the "Budhiprakash", which has a wide circulation. The "Mahilamitra", an annual, published by the Society for the benefit of women, is reported to be very popular. About ten books on different subjects are published by the Society every year. During the quinquennium twenty educational trust funds of the aggregate value of Rs. 68,000 were received by the Society for management.

In the Sassoon Mechanics' Institute, Bombay, six hundred new books and five periodicals were added during the year, the total issues of books being about 37,000. The Dnyan Prasarak Mandali, Bombay, arranged, as usual, for a series of lectures on different subjects.

The Bombay Branch of the Royal Asiatic Society is intended for the investigation and encouragement of Oriental Art, Science, and Literature. During the quinquennium thirty Fellowships were instituted, to provide financial assistance to research scholars. The Secretary makes the following remarks on the publication work undertaken by the Society :—

"Our publications during the period have not only been costly, "but special efforts have been expended to bring their form and quality "into line with parallel European productions. In consonance with "this, the Society's Journal has been conducted, since April, 1925, "by Oriental specialists among our members, Dr. V. S. Sukthankar, "M.A., Ph.D., giving his very valued knowledge and time to the "editorship of the New Series which has been very favourably received "abroad. A catalogue of our Sanskrit, Persian, and other manu-"scripts has been prepared and published at considerable expense on "the lines of the Bodleian and India Office Manuscripts Catalogues. "A new edition, entirely re-written, of Enthoven's 'Folklore of "Bombay' has been prepared and published by the author with "financial and other help by the Society."

P. LORY,

Director of Public Instruction.

Poona, 28th August 1928.

APPENDIX I

APPENDIX

Statement showing the classification of Scholars according to race Districts of the Bombay Presidency

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
UNIVERSITY EDUCATION	...	...	4	...	16	1
Colleges for Men						
Arts and Science	19	5	241	47	2,816	111
Law	...	...	19	...	487	1
Medicine	3	3	59	9	207	14
Education	...	...	3	5	21	2
Engineering	...	...	4	...	80	...
Agriculture	...	...	9	...	77	...
Commerce	2	...	16	...	91	...
Total ...	24	8	355	61	3,795	129
Secondary Schools						
High Schools for Boys	1,287	176	4,389	443	20,188	261
High Schools for Girls	345	1,778	255	1,759	10	783
Middle Schools for Boys	326	172	1,315	211	3,736	61
Middle Schools for Girls	209	352	168	1,206	7	230
Total ...	2,167	2,478	6,127	3,619	23,941	1,335
Primary Schools						
For Boys ... Upper Primary ...	...	...	1,066	26	10,382	105
For Boys ... Lower Primary ...	1	...	11,995	3,235	46,354	8,789
For Girls ... Upper Primary ...	...	...	13	457	9	1,537
For Girls ... Lower Primary ...	...	1	454	3,133	124	21,688
Total ... Upper Primary ...	...	...	1,079	483	10,391	1,642
Total ... Lower Primary ...	1	1	12,449	6,368	46,478	30,477
Total, Primary ...	1	1	13,528	6,851	56,869	32,119
Special Education						
Art Schools for Men	...	3	58	9	113	...
Medical Schools for Men	...	...	7	8	209	20
Normal and Schools for Training Men ...	...	...	81	...	217	...
Normal and Schools for Training Women ...	...	45	...	225	...	165

I.

or creed in Recognised and Unrecognised Institutions in the British (excluding Sind) on 31st March 1927.

III.—Hindus

A.—Advanced						B.—Intermediate			
Other Hindus		Jains excluding Chaturth Jains		Total		Marathas		Kunbis, Kolis and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
13	1	1	...	30	2	1	...	...	...
1,237	45	209	4	4,262	160	177	8	160	...
148	...	33	...	668	1	29	...	...	...
120	14	39	...	366	28	9	4	13	1
8	...	...	...	29	2	2	...	...	...
36	...	6	...	122	...	11	...	...	...
28	...	...	...	105	...	19	...	41	...
67	...	7	...	165	...	3	...	5	...
1,657	60	295	4	5,747	193	251	12	219	1
9,524	98	2,412	8	32,124	367	3,991	22	3,236	25
48	820	4	71	62	1,674	9	89	....	18
2,030	18	790	...	6,556	79	1,143	5	1,318	...
7	170	1	6	15	406	2	30	...	2
11,609	1,106	3,207	85	38,757	2,526	5,145	146	4,554	45
6,159	55	1,949	13	18,490	173	9,566	61	12,308	92
46,356	4,686	10,619	1,554	103,329	15,029	105,264	7,636	125,065	8,269
...	934	...	286	9	2,757	...	288	...	508
118	18,074	12	4,453	254	44,215	77	7,665	10	8,580
6,159	989	1,949	299	18,499	2,930	9,566	349	12,308	600
46,474	22,760	10,631	6,007	103,583	59,244	105,341	15,301	125,075	16,869
52,633	23,749	12,580	6,306	122,082	62,174	114,907	15,650	137,383	17,469
97	5	...	...	210	5	34	...	23	...
57	15	25	...	280	35	5	...	14	1
41	...	4	...	262	...	180	...	114	...
...	52	...	4	...	221	...	30	...	8

III—Hindus

B.—Intermediate—*contd.*

	Artisans and other classes including Chaturth Jains		*Lingayats*		Total	
	Boys	Girls	Boys	Girls	Boys	Girls
UNIVERSITY EDUCATION	...	...	...	...	1	...
Colleges for Men						
Arts and Science	76	...	178	...	591	8
Law	29	...	33	...	91	...
Medicine	...	...	2	...	24	5
Education	...	...	2	...	4	...
Engineering	7	...	2	...	20	...
Agriculture	...	...	5	...	65	...
Commerce	2	...	1	...	11	...
Total ...	114	...	223	...	807	13
Secondary Schools						
High Schools for Boys	2,487	4	1,890	...	11,604	51
High Schools for Girls	2	29	...	3	11	139
Middle Schools for Boys	701	3	625	...	3,787	8
Middle Schools for Girls	...	28	...	8	2	68
Total ...	3,190	64	2,515	11	15,404	266
Primary Schools						
For Boys ... Upper Primary ...	6,261	33	7,233	29	35,368	215
For Boys ... Lower Primary ...	51,589	3,872	49,695	4,620	331,613	24,417
For Girls ... Upper Primary ...	...	457	...	187	...	1,440
For Girls ... Lower Primary ...	10	9,517	...	7,261	97	33,023
Total ... Upper Primary ...	6,261	490	7,233	216	35,368	1,655
Total ... Lower Primary ...	51,599	13,389	49,695	11,881	331,710	57,440
Total, Primary ...	57,860	13,879	56,928	12,097	367,078	59,095
Special Education						
Art Schools for Men	115	...	10	...	187	...
Medical Schools for Men	...	...	5	...	24	1
Normal and Training Schools for Men ...	82	...	29	...	405	...
Normal and Training Schools for Women ...	...	37	...	12	...	87

I—*continued.*

—*contd.*

C.—Backward								D.—Others	
Depressed classes		Jungle tribes		Criminal and Hill tribes		Total			
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
...	...	...	...	...	...	...	...	...	...
8	...	...	...	...	...	8	...	9	...
...	...	...	...	...	...	...	...	89	...
1	...	...	...	...	...	1	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	12	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
9	...	...	...	...	...	9	...	110	...
680	2	44	...	13	...	737	2	275	6
1	4	...	...	...	...	1	4	...	...
279	...	10	...	5	...	294	...	107	...
...	1	...	...	...	1	...	2	...	...
960	7	54	...	18	1	1,032	8	382	6
2,508	27	1,032	9	243	...	3,783	36	1,712	27
48,898	5,814	17,065	782	3,366	465	69,329	7,061	25,915	1,518
...	73	...	13	...	2	...	88	...	64
53	1,278	2	268	...	89	55	1,635	7	3,934
2,508	100	1,032	22	243	2	3,783	124	1,712	91
48,951	7,092	17,067	1,050	3,366	554	69,384	8,696	25,922	5,452
51,459	7,192	18,099	1,072	3,609	556	73,167	8,820	27,634	5,543
9	...	...	...	...	...	9	...	...	...
1	...	...	...	...	...	1	...	...	...
54	...	6	...	6	...	66	...	6	...
...	10	...	3	...	...	...	13	...	...

	III.—Hindus—*concld.*		IV—Muhammadans		V—Parsis	
	Total Hindus					
	Boys	Girls	Boys	Girls	Boys	Girls
UNIVERSITY EDUCATION	31	2	2	...	4	...
Colleges for Men						
Arts and Science	4,870	168	245	1	526	99
Law	848	1	32	...	63	1
Medicine	391	33	37	...	63	9
Education	33	2	5	...	...	...
Engineering	154	...	15	...	11	...
Agriculture	170	...	14	...	8	...
Commerce	176	...	13	...	59	...
Total ...	6,673	206	363	1	734	109
Secondary Schools						
High Schools for Boys	44,740	426	4,034	27	4,739	116
High Schools for Girls	74	1,817	29	160	101	2,129
Middle Schools for Boys	10,744	87	1,166	12	412	78
Middle Schools for Girls	17	476	8	18	21	474
Total ...	55,575	2,806	5,237	217	5,273	2,797
Primary Schools						
For Boys ... Upper Primary ...	59,353	451	6,315	43	38	1
For Boys ... Lower Primary ...	530,186	48,025	84,079	9,753	2,883	781
For Girls ... Upper Primary ...	9	4,349	21	375	1	125
For Girls ... Lower Primary ...	413	82,807	1,053	19,273	302	2,950
Total ... Upper Primary ...	59,362	4,800	6,336	418	39	126
Total ... Lower Primary ...	530,599	130,832	85,132	29,026	3,185	3,731
Total, Primary ...	589,961	135,632	91,468	29,444	3,224	3,857
Special Education						
Art Schools for Men	406	5	30	...	30	5
Medical Schools for Men	305	36	4	...	2	...
Normal and Training Schools for Men ...	739	...	122	...	...	...
Normal and Training Schools for Women ...	...	321	...	14	...	10

I—*continued.*

VI.—Others								Total of pupils of all castes	
Punjabi Sikhs		Buddhists		Jews and others		Total			
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
...	...	...	...	...	...	...	...	41	2
4	...	1	...	19	16	24	16	5,925	336
...	...	...	...	1	...	1	...	963	2
5	1	...	...	3	2	8	3	561	57
...	...	...	...	...	...	...	...	41	7
...	...	...	...	...	...	...	...	184	...
...	...	...	...	...	...	...	...	201	...
1	...	...	...	2	...	3	...	269	...
10	1	1	...	25	18	36	19	8,185	402
21	...	3	...	573	210	597	210	59,786	1,398
3	7	...	2	22	168	25	177	829	7,820
2	1	...	...	139	20	141	21	14,104	581
...	2	...	2	7	31	7	35	430	2,561
26	10	3	4	741	429	770	443	75,149	12,360
...	...	...	...	6	...	6	...	66,778	521
26	6	1	...	992	242	1,019	248	530,163	62,042
...	...	...	...	...	7	...	7	44	5,313
...	...	...	...	8	310	8	310	2,230	108,474
...	...	...	...	6	7	6	7	66,822	5,834
26	6	1	...	1,000	552	1,027	558	632,393	170,516
26	6	1	...	1,006	559	1,033	565	699,215	176,350
...	...	3	...	24	2	27	2	551	24
...	1	...	...	1	5	1	6	319	50
...	...	...	...	...	...	...	...	942	...
...	...	...	...	...	9	...	9	...	624

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East-Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
Special Education—contd.						
Technical and Industrial Schools for Boys	4	...	224	11	560	7
Technical and Industrial Schools for Girls	...	...	...	167	...	105
Commercial Schools for Boys	13	7	156	14	280	...
Commercial Schools for Girls	...	32	...	...	...	...
Agricultural Schools for Boys	...	...	...	...	62	...
Reformatory Schools for Boys	2	...	27	...	14	...
Schools for Defectives Boys	1	1	7	2	39	9
Schools for Defectives Girls	...	...	19	24	...	...
Schools for Adults Men	...	...	19	...	104	...
Schools for Adults Women	...	...	...	2	...	235
Other Schools for Boys	...	...	8	...	1,155	139
Other Schools for Girls	...	8	...	14	...	91
Total	20	96	606	476	2,744	771
Total, Recognised	2,212	2,583	20,616	11,007	87,349	34,354
Unrecognised Institutions for Boys	...	...	326	94	1,638	99
Unrecognised Institutions for Girls	...	...	6	28	2	1,052
Total, Unrecognised	...	...	332	122	1,640	1,151
Grand Total	2,212	2,583	20,948	11,129	88,989	35,505

1—*continued.*

III.—Hindus

A.—Advanced						B.—Intermediate			
Other Hindus		Jains excluding Chaturth Jains		Total		Marathas		Kunbis, Kolis and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
270	9	20	...	850	16	85	5	100	24
...	23	...	...	...	128	...	6	...	...
410	...	16	...	706	...	20	...	4	...
...	...	...	...	...	...	...	...	...	...
7	...	...	...	69	...	49	...	46	...
43	...	10	...	67	...	56	...	25	...
26	7	22	1	87	17	14	2	3	...
...	...	...	...	...	...	...	...	...	...
273	8	3	...	389	8	937	2	740	39
...	96	...	...	...	331	...	24	...	...
64	4	59	...	1,278	143	63	5	2	...
...	18	...	...	...	109	...	4	...	...
1,288	237	157	5	4,189	1,013	1,443	78	1,076	75
67,187	25,152	16,239	6,400	170,775	65,906	121,746	15,886	143,232	17,590
1,952	107	720	44	4,310	250	556	22	2,028	141
...	289	23	126	24	1,467	...	25	8	73
1,952	396	742	170	4,334	1,717	556	47	2,036	214
69,139	25,548	16,981	6,570	175,109	67,623	122,302	15,933	145,268	17,804

III.—Hindus

B.—Intermediate—*contd.*

	Artisans and other classes including Chaturth Jains		Lingayats		Total	
	Boys	Girls	Boys	Girls	Boys	Girls
Special Education—concld.						
Technical and Industrial Schools for ... Boys ...	223	5	6	...	413	34
Girls ...	...	2	...	...	...	8
Commercial Schools for ... Boys ...	8	...	17	...	49	...
Girls ...	...	...	...	...	...	...
Agricultural Schools for Boys ...	45	...	17	...	117	...
Reformatory Schools for Boys ...	50	...	5	...	136	...
Schools for Defectives ... Boys ...	14	...	...	...	31	2
Girls ...	...	...	...	...	...	...
Schools for Adults ... Men ...	75	...	98	...	1,850	41
Women ...	...	5	...	...	...	32
Other Schools for ... Boys ...	13	1	166	...	244	6
Girls ...	...	...	...	...	...	4
Total ...	584	50	359	12	3,456	215
Total, Recognised ...	61,748	13,993	60,019	12,120	386,745	59,589
Unrecognised Institutions for ... Boys ...	504	45	517	44	3,605	252
Girls ...	...	34	...	21	8	153
Total, Unrecognised ...	504	79	517	65	3,613	405
Grand Total ...	62,252	14,072	60,536	12,185	390,358	59,994

I—*continued.*

—*contd.*

C.—Backward								D.—Others	
Depressed classes		Jungle tribes		Criminal and Hill tribes		Total			
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
24	1	26	2	224	62	274	65	145	103
...	4	...	...	...	...	...	4	...	...
10	...	...	...	...	...	10	...	1	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	...	1	...	...	...
36	...	4	...	19	...	59	...	64	...
...	...	...	...	...	...	...	...	3	...
...	...	...	...	...	...	...	...	...	...
460	9	1,399	182	188	1	2,047	192	100	...
...	15	...	...	...	...	...	15	...	...
...	...	...	...	...	...	...	...	13	...
...	...	...	...	...	...	...	...	...	...
594	39	1,435	187	432	63	2,467	289	332	103
53,022	7,238	19,588	1,259	4,065	620	76,675	9,117	23,458	5,652
863	114	549	9	1	...	1,413	123	1,362	26
12	53	4	3	...	...	16	56	...	15
875	167	553	12	1	...	1,429	179	1,362	41
53,897	7,405	20,141	1,271	4,066	620	78,104	9,296	29,810	5,693

	III.—Hindus—*concld.*		IV.—Muhammadans		V.—Parsis	
	Total Hindus					
	Boys	Girls	Boys	Girls	Boys	Girls
Special Education—concld.						
Technical and Industrial Schools for Boys	1,682	218	55	...	147	...
Technical and Industrial Schools for Girls	.....	140	...	...	...	...
Commercial Schools for Boys	766	.....	80	...	413	...
Commercial Schools for Girls	.....	.....	...	...	...	...
Agricultural Schools for Boys	187	.....	2	...	...	...
Reformatory Schools for Boys	326	.....	223	...	2	...
Schools for Defectives—Boys	121	19	25	2	6	...
Schools for Defectives—Girls	.....	.....	...	...	...	1
Schools for Adults—Men	4,377	241	1,176	26	7	...
Schools for Adults—Women	.....	378	...	60	...	75
Other Schools for—Boys	1,535	149	1,262	116	59	...
Other Schools for—Girls	.....	113	...	1	...	150
Total	10,444	1,620	2,984	219	666	241
Total, Recognised	662,653	140,264	100,052	29,881	9,897	7,004
Unrecognised Institutions for Boys	10,680	651	6,700	1,512	70	10
Unrecognised Institutions for Girls	48	1,691	160	1,164	...	...
Total, Unrecognised	10,728	2,342	6,860	2,676	70	10
Grand Total	673,381	142,606	106,912	32,557	9,967	7,014

I—*continued.*

VI.—Others								Total of pupils of all castes	
Punjabi Sikhs		Budhists		Jews and others		Total			
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
10	...	...	...	4	...	14	...	2,126	229
...	...	...	...	...	1	...	1	...	308
7	...	...	...	8	1	15	1	1,443	22
...	...	...	...	...	...	...	...	...	32
...	...	...	...	...	...	...	...	189	...
...	...	...	...	...	...	...	...	685	...
...	...	1	...	...	...	1	...	161	24
...	...	...	...	...	...	...	...	19	25
...	...	...	...	4	...	4	...	5,583	267
...	...	...	...	...	6	...	6	...	521
...	...	...	...	...	...	...	...	2,864	264
...	...	...	...	...	3	...	3	...	289
17	1	4	...	41	27	62	28	14,782	2,680
79	18	9	4	1,813	1,033	1,901	1,055	797,331	191,794
...	...	...	...	2	...	2	...	17,778	2,267
...	...	...	...	...	3	...	3	214	2,886
...	...	...	...	2	3	2	3	17,992	5,153
79	18	9	4	1,815	1,036	1,903	1,058	815,323	196,947

APPENDIX

Statement showing the classification of scholars according in the British Districts of

	I.—Europeans and Anglo-Indians		II.—Indian Christians including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
UNIVERSITY EDUCATION						
Colleges for Men						
Arts and Science	3	...	26	5	27	1
Law	1	...	...	...	3	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Engineering	...	...	5	...	24	...
Agriculture	...	...	...	...	...	...
Commerce	...	...	...	...	...	...
Total ...	4	...	31	5	54	1
Secondary Schools						
High Schools for Boys	...	...	18	1	264	...
High Schools for Girls	...	3	...	14	...	1
Middle Schools for Boys	...	...	2	...	280	2
Middle Schools for Girls	...	...	...	3	...	...
Total ...	...	3	20	18	544	3
Primary Schools						
For Boys ... Upper Primary.	...	...	...	...	101	1
For Boys ... Lower Primary.	...	...	164	32	1,153	27
For Girls ... Upper Primary.	...	...	...	7	...	40
For Girls ... Lower Primary.	...	...	...	117	...	591
Total ... Upper Primary.	...	...	...	7	101	41
Total ... Lower Primary.	...	...	164	149	1,153	618
Total, Primary ...	...	...	164	156	1,254	659
Special Education						
Art Schools for Men	...	...	...	...	...	...
Medical Schools for ... Men ...	...	...	...	...	3	...
Medical Schools for ... Women ...	...	...	...	...	...	...
Normal and Training Schools for Men ...	...	...	...	...	4	...
Normal and Training Schools for Women ...	...	...	...	5	...	1
Engineering Schools for Boys ...	...	...	1	...	...	...

I—*continued.*

to race or creed in Recognised and Unrecognised institutions Sind on 31st March 1927.

III.—Hindus

A.—Advanced						B.—Intermediate			
Other Hindus		Jains excluding Chaturth Jains		Total		Marathas		Kunbis, Kolis and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
507	30	10	...	544	31	6	...	...	...
42	1	1	...	46	1	1	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
90	...	10	...	124	...	2	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
639	31	21	...	714	32	9	...	...	...
4,268	21	92	...	4,624	21	57	1	2	...
1	820	...	...	1	821	...	6	...	...
3,193	16	42	...	3,515	17	183	3	38	...
...	88	...	...	...	88	...	...	...	...
7,462	944	134	...	8,140	947	240	10	40	...
3,266	4	4	...	3,371	5	...	...	62	...
31,431	1,059	202	3	32,786	1,089	465	4	822	14
...	251	...	...	...	291	...	14	...	3
7	9,459	...	152	7	10,202	...	217	...	92
3,266	255	4	...	3,371	296	...	14	62	8
31,438	10,518	202	155	32,793	11,291	465	221	822	106
34,704	10,773	206	155	36,164	11,587	465	235	884	109
...	...	...	...	...	...	...	...	...	...
47	1	...	...	50	1	3	...	...	...
...	...	...	...	...	...	...	...	...	...
11	...	...	...	15	...	...	...	...	...
...	31	...	...	...	32	...	...	...	...
28	...	...	...	28	...	...	...	...	...

III.—Hindus

B.—Intermediate—*contd.*

	Artisans and other classes including Chaturth Jains		Lingayats		Total	
	Boys	Girls	Boys	Girls	Boys	Girls
University Education						
Colleges for Men.						
Arts and Science	...	...	...	...	6	...
Law	...	...	...	...	1	...
Medicine	...	...	...	...	...	...
Education	...	...	...	...	...	...
Engineering	...	...	...	...	2	...
Agriculture	...	...	...	...	...	...
Commerce	...	...	...	...	...	...
Total ...	...	...	...	...	9	...
Secondary Schools						
High Schools for Boys	9	...	2	...	70	1
High Schools for Girls	...	...	...	...	...	6
Middle Schools for Boys	83	...	...	...	304	3
Middle Schools for Girls	...	...	...	...	...	...
Total ...	92	...	2	...	374	10
Primary Schools						
For Boys ... Upper Primary.	160	...	...	...	222	...
For Boys ... Lower Primary.	1,810	45	...	...	3,097	63
For Girls ... Upper Primary.	...	2	...	...	...	19
For Girls ... Lower Primary.	...	229	...	...	...	538
Total ... Upper Primary.	160	2	...	...	222	19
Total ... Lower Primary.	1,810	274	...	...	3,097	601
Total, Primary ...	1,970	276	...	...	3,319	620
Special Education						
Art Schools for Men	...	...	...	...	...	...
Medical Schools for Men ...	...	...	...	...	3	...
Medical Schools for Women ...	...	...	...	...	...	...
Normal and Training Schools for Men ...	...	...	...	...	...	...
Normal and Training Schools for Women ...	...	...	...	...	...	...
Engineering Schools for Boys ...	...	...	...	...	...	...

I—*continued.*

—*contd.*

C.—Backward								D.—Others	
Depressed classes		Jungle Tribes		Criminal and Hill Tribes		Total			
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
1	...	...	...	...	...	1	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
1	...	...	...	...	...	1	...	...	...
6	...	...	...	...	...	6	...	1	...
...	...	...	...	...	...	...	...	...	...
39	...	8	...	1	...	48	...	3	...
...	...	...	...	...	...	...	...	...	...
45	...	8	...	1	...	54	...	4	...
61	...	...	...	5	...	66	...	4	...
1,006	69	21	...	89	2	1,116	71	150	...
...	1	...	...	...	...	...	1	...	...
1	77	...	8	...	3	1	88	...	19
61	1	...	...	5	...	66	1	4	...
1,007	146	21	8	89	5	1,117	159	150	19
1,068	147	21	8	94	5	1,183	160	154	19
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...

	III.—Hindus—*concld.*		IV.—Muhammadans		V.—Parsis	
	Total					
	Boys	Girls	Boys	Girls	Boys	Girls
UNIVERSITY EDUCATION						
Colleges for Men						
Arts and Science	551	31	70	...	22	5
Law	47	1	9	...	1	...
Medicine	.....	.....	...	...	...	...
Education	.....	.....	...	...	...	...
Engineering	126	.....	7	...	5	...
Agriculture	.....	.....	...	...	...	...
Commerce	.....	.....	...	...	...	...
Total ...	724	32	86	...	28	5
Secondary Schools						
High Schools for Boys	4,701	22	1,883	...	199	...
High Schools for Girls	1	827	...	11	...	165
Middle Schools for Boys	3,870	20	839	...	13	...
Middle Schools for Girls	.....	88	...	4	...	...
Total ...	8,572	957	2,722	15	212	165
Primary Schools						
For Boys ... Upper Primary.	3,663	5	3,613	35	...	...
For Boys ... Lower Primary.	37,149	1,293	40,943	4,379	196	5
For Girls ... Upper Primary.	.....	311	9	54	...	...
For Girls ... Lower Primary.	8	10,847	596	4,867	...	113
Total ... Upper Primary.	3,663	316	3,622	89	...	...
Total ... Lower Primary.	37,157	12,070	41,539	9,246	196	118
Total, Primary ...	40,820	12,386	45,161	9,335	196	118
Special Education						
Art Schools for Men	.....	.....	...	...	...	...
Medical Schools for Men ...	53	1	6	...	...	...
Medical Schools for Women ...	.....	.....	...	4	...	...
Normal and Training Schools for Men ...	15	.....	42	...	...	...
Normal and Training Schools for Women ...	.....	32	...	5	...	...
Engineering Schools for Boys ...	28	.....	...	...	...	...

I—*continued.*

VI.—Others								Total of pupils of all Castes	
Punjabi Sikhs		Budhists		Jews and others		Total			
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
5	...	...	...	2	3	7	3	679	44
...	...	...	...	...	...	...	...	58	1
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	143	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
5	...	...	...	2	3	7	3	880	45
22	...	1	...	9	...	32	...	6,833	23
...	1	...	...	...	12	...	13	1	1,033
48	...	...	...	8	...	56	...	4,780	20
...	...	...	...	...	...	...	...	...	95
70	1	1	...	17	12	88	13	11,614	1,171
47	...	...	...	...	...	47	...	7,323	40
471	6	...	...	48	...	519	6	78,971	5,645
...	1	...	...	...	7	...	8	9	380
...	173	...	...	...	72	...	245	604	16,189
47	1	...	...	...	7	47	8	7,332	420
471	179	...	...	48	72	519	251	79,575	21,834
518	180	...	...	48	79	566	259	86,907	22,254
...	...	...	...	...	...	...	...	...	...
8	...	...	...	...	...	8	...	67	1
...	...	...	...	...	...	...	...	...	4
...	...	...	...	...	...	...	...	57	...
...	...	...	...	...	...	...	...	...	42
...	...	...	...	...	...	...	...	29	...

	I.—Europeans and Anglo-Indians		II.—Indian Christians, including Goans and East Indians		Brahmins	
	Boys	Girls	Boys	Girls	Boys	Girls
Special Education—concld.						
Technical and Industrial Schools for Boy	...	...	...	...	...	...
Technical and Industrial Schools for Girls	...	...	...	...	...	1
Commercial Schools for Boys	9	8	4	2	40	...
Commercial Schools for Girls	...	...	...	...	...	...
Agricultural Schools for Boys	...	...	...	...	...	...
Reformatory Schools for Boys	...	...	...	...	...	...
Schools for Defectives Boys	...	...	2	...	2	...
Schools for Defectives Girls	...	...	...	...	...	...
Schools for Adults Men	...	...	2	...	29	...
Schools for Adults Women	...	...	...	...	...	...
Other Schools for Boys	...	...	1	...	139	...
Other Schools for Girls	...	...	...	...	...	...
Total	9	8	10	7	217	2
Total, Recognised	13	11	225	186	2,069	665
Unrecognised Institutions for Boys	...	...	...	...	34	...
Unrecognised Institutions for Girls	...	...	...	...	...	...
Total, Unrecognised	...	...	...	...	34	...
Grand Total	13	11	225	186	2,103	665

I—*continued*.

III.—Hindus									
A.—Advanced						B.—Intermediate			
Other Hindus		Jains excluding Chaturth Jains		Total		Marathas		Kunbis, Kolis and other cultivating classes	
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
18	...	...	...	18	...	...	...	...	...
...	70	...	...	...	71	...	...	...	...
171	...	5	...	216	...	20	...	1	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
11	...	...	...	13	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
175	...	...	...	204	...	134	...	13	...
...	...	...	...	...	...	...	...	...	...
229	7	8	...	376	7	...	...	8	...
...	...	...	...	...	...	...	...	...	...
690	109	13	...	920	111	157	...	22	...
43,495	11,857	374	155	45,938	12,677	871	245	946	109
793	7	...	...	827	7	...	...	...	...
...	111	...	...	...	111	...	...	...	...
793	118	...	...	827	118	...	...	...	...
44,288	11,975	374	155	46,765	12,795	871	245	946	109

III.—Hindus

B.—Intermediate—*concld.*

	Artisans and other classes including Chaturth Jains		Lingayats		Total	
	Boys	Girls	Boys	Girls	Boys	Girls
Special Education—concld.						
Technical and Industrial Schools for Boys	...	...	...	...	...	...
Technical and Industrial Schools for Girls	...	...	...	...	...	...
Commercial Schools for Boys	2	...	...	...	23	...
Commercial Schools for Girls	...	...	...	...	...	...
Agricultural Schools for Boys	...	...	...	...	...	...
Reformatory Schools for Boys	...	...	...	...	...	...
Schools for Defectives Boys	...	...	...	...	...	...
Schools for Defectives Girls	...	...	...	...	...	...
Schools for Adults Men	6	...	1	...	154	...
Schools for Adults Women	...	...	...	...	...	...
Other Schools for Boys	21	...	...	...	29	...
Other Schools for Girls	...	...	...	...	...	...
Total	29	...	1	...	209	...
Total, Recognised	2,091	276	3	...	3,911	630
Unrecognised Institutions for Boys	...	...	...	...	...	...
Unrecognised Institutions for Girls	...	...	...	...	...	...
Total, Unrecognised	...	...	...	...	...	...
Grand Total	2,091	276	3	...	3,911	630

I—*continued.*

—*contd.*

C.—Backward								D.—Others	
Depressed Classes		Jungle tribes		Criminal and Hill Tribes		Total			
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
67	...	...	...	...	...	67	...	...	...
...	...	...	...	...	...	...	...	...	...
11	...	...	...	...	...	11	...	...	...
...	...	...	...	...	...	...	...	...	...
78	...	...	...	...	...	78	...	...	...
1,192	147	29	8	95	5	1,316	160	158	19
11	...	...	...	...	...	11	...	...	...
...	...	...	...	...	...	...	...	...	...
11	...	...	...	...	...	11	...	...	...
1,203	147	29	8	95	5	1,327	160	158	19

	III.—Hindus—*concld.* Total Hindus		IV.—Muhammadans		V.—Parsis	
	Boys	Girls	Boys	Girls	Boys	Girls
Special Education—concld.						
Technical and Industrial Schools for Boys	18	...	78	...	...	...
Technical and Industrial Schools for Girls	...	71	...	...	...	...
Commercial Schools for Boys	239	...	29	...	15	1
Commercial Schools for Girls	...	...	...	...	...	...
Agricultural Schools for Boys	...	...	...	...	...	...
Reformatory Schools for Boys	...	...	...	...	...	...
Schools for Defectives—Boys	13	...	4	...	...	...
Schools for Defectives—Girls	...	...	...	...	...	...
Schools for Adults—Men	425	...	365	...	...	...
Schools for Adults—Women	...	...	...	...	...	...
Other Schools for Boys	416	7	188	1	...	...
Other Schools for Girls	...	...	...	...	...	...
Total	1,207	111	657	10	15	1
Total, Recognised	51,323	13,486	48,625	9,360	451	289
Unrecognised Institutions for Boys	838	7	8,228	1,708	...	...
Unrecognised Institutions for Girls	...	111	104	479	...	...
Total, Unrecognised	838	118	8,332	2,187	...	...
Grand Total	52,161	13,604	56,958	11,547	451	289

I—*concluded.*

VI.—Others								Total of pupils of all castes	
Punjabi Sikhs		Budhists		Jews and others		Total			
Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
3	...	...	...	...	...	3	...	99	...
...	...	...	...	...	...	...	...	...	71
17	...	...	...	8	...	25	...	321	11
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	19	...
...	...	...	...	...	...	...	...	...	...
15	...	...	...	...	...	15	...	807	...
...	...	...	...	...	...	...	...	...	...
11	...	...	...	...	...	11	...	561	6
...	...	...	...	...	...	...	...	...	...
54	...	...	...	8	...	62	...	1,960	137
647	181	1	...	75	94	723	275	101,361	23,607
1	...	...	...	...	...	1	...	9,067	1,715
...	...	...	...	...	...	...	...	104	590
1	...	...	...	...	...	1	...	9,171	2,305
648	181	1	...	75	94	724	275	110,532	25,912

APPENDIX II

Special Recognised Institutions for Muhammadans and Pupils attending them and similar Institutions, on 31st March 1927

(a) *Presidency proper*

Class of institution and Management		No. of special schools and classes	Number of Muhammadan pupils		
			In special institutions	In other institutions	Total
Colleges		.....	.....	364	364
Secondary Schools					
Government ...	Boys ...	2	321	673	994
	Girls ...	.....	.....	5	5
Local Board ...	Boys ...	1	(28)	.....	(28)
	Girls ...	.....	.....	.....	.....
Municipal ...	Boys ...	2	36 (41)	336	372 (41)
	Girls ...	.....	.....	.....	.....
Aided ...	Boys ...	5	539 (11)	2,642	3,181 (11)
	Girls ...	.....	.....	205	205
Unaided ...	Boys ...	.....	.....	692	692
	Girls ...	.....	.....	5	5
Total ...	Boys ...	10	896 (80)	4,343	5,239 (80)
	Girls ...	.....	.....	215	215
Primary Schools					
Government ...	Boys ...	6	425	327	752
	Girls ...	1	115	35	150
Local Board ...	Boys ...	636	30,300	21,375	51,675
	Girls ...	77	3,345	951	4,296
Municipal ...	Boys ...	245	27,707	7,057	34,764
	Girls ...	131	10,262	513	10,775
Aided ...	Boys ...	116	7,501	4,533	12,034
	Girls ...	56	3,670	964	4,634
Unaided ...	Boys ...	14	809	156	965
	Girls ...	6	867	.....	867
Total ...	Boys ...	1,017	66,742	38,448	100,190
	Girls ...	271	18,259	2,463	20,722

Class of institution and Management		No. of special schools and classes	Number of Muhammadan pupils		
			In special institutions	In other institutions	Total
Training and other Special Schools					
Training Institutions.	Boys ...	3	90	32	122
	Girls ...	1	6	8	14
Other Institutions	Boys ...	34	2,124	882	3,006
	Girls ...	1	51	10	61
Total ...	Boys ...	37	2,214	914	3,128
	Girls ...	2	57	18	75
Grand Total ...	Boys ...	1,064	69,852 (80)	39,069	108,921 (80)
	Girls ...	273	18,316	2,696	21,012
Total ...		1,337	88,168 (80)	41,765	129,933 (80)
			(*b*) *Sind*		
Colleges		.....	.....	86	86
Secondary Schools					
Government ...	Boys ...	.....	.....	549	549
	Girls ...	.....	.....	.....	.....
District Board. Local	Boys ...	1	81	22	103
	Girls ...	.....	.....	.....	.....
Municipal ...	Boys ...	.....	.....	501	501
	Girls ...	.....	.....	.....	.....
Aided ...	Boys ...	2	1,007	549	1,556
	Girls ...	.....	.....	15	15
Unaided ...	Boys ...	.....	.....	13	13
	Girls ...	.....	.....	.....	.....
Total ...	Boys ...	3	1,088	1,634	2,722
	Girls ...	.....	.....	15	15

Class of institution and Management			No. of special schools and classes	Number of Muhammadan pupils		
				In special institutions	In other institutions	Total
Primary Schools						
Government	Boys	...	.....	.....	25	25
	Girls	...	.....	.....	36	36
District Board. Local	Boys	...	.....	.....	20,584	20,584
	Girls	...	.....	.....	139	139
Municipal	Boys	...	16	1,161	4,620	5,781
	Girls	...	20	1,779	748	2,527
Aided	Boys	...	660	22,220	360	22,580
	Girls	...	74	2,675	149	2,824
Unaided	Boys	...	.....	.....	.....	.....
	Girls	...	.....	.....	.....	.....
Total	Boys	...	676	23,381	25,589	48,970
	Girls	...	94	4,454	1,072	5,526
Training and other Special Institutions						
Training Institutions.	Boys	...	.....	.....	42	42
	Girls	...	.....	.....	5	5
Other Institutions	Boys	...	.....	.....	616	616
	Girls	...	.....	.....	4	4
Total	Boys	...	.....	.....	658	658
	Girls	...	.....	.....	9	9
Grand Total	Boys	...	679	24,469	27,967	52,436
	Girls	...	94	4,454	1,096	5,550
Total		...	773	28,923	29,063	57,986

APPENDIX III

MAKTABS AND MULLA SCHOOLS

(a) *Presidency proper—1926-27*

		Primary Schools	Other Schools	Unrecognised Schools	Total
1. Institutions for	Boys ...	56	13	70	139
	Girls ...	33	.....	13	46
2. Pupils ...	Boys ...	2,861	1,349	2,886	7,096
	Girls ...	2,279	.....	521	2,800
		Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provincial or Imperial Funds.		9,225	3,467	.....	12,692
4. Expenditure from District Local Board Funds.		1,033	.....	.....	1,033
5. Expenditure from Municipal Funds.		421	150	.....	571
6. Fees		1,344	.....	.....	1,344
7. Other sources		16,594	5,407	.....	22,001
Total expenditure ...		28,617	9,024	.....	37,641

(b) *Sind—1926-27*

		Primary Schools	Other Schools	Unrecognised Schools	Total
1. Institutions for	Boys ...	653	1	695	1,349
	Girls ...	71	.....	30	101
2. Pupils ...	Boys ...	18,348	74	7,709	26,131
	Girls ...	5,674	.....	1,971	7,645
		Rs.	Rs.	Rs.	Rs.
3. Expenditure from Provincial or Imperial Funds.		1,45,867	418	.....	1,46,285
4. Expenditure from District Local Board Funds.		.....	9	.....	9
5. Expenditure from Municipal Funds.		1,215	760	.....	1,975
6. Fees		92	87	.....	179
7. Other sources		1,75,159	.....	.....	1,75,159
Total expenditure ...		3,22,333	1,274	.....	3,23,607

BOMBAY PRESIDENCY

BRITISH DISTRICTS—1926-27

General Summary of Educational Institutions and Scholars

			Percentage of Scholars to population			
			Recognised Institutions		All Institutions	
Area in square miles ...	123,541		1927	1926	1927	1926
Population—						
Males	10,138,575	Males	8·80	8·27	9·12	8·56
Females	9,153,144	Females... ...	2·35	2·16	2·43	2·25
Total ...	19,291,719	Total ...	5·78	5·39	5·95	5·57

	Institutions			Scholars			Stages of Instruction of scholars entered in column 4
	1927	1926	Increase or decrease	1927	1926	Increase or decrease	
	1	2	3	4	5	6	7
RECOGNISED INSTITUTIONS							
Universities	1	1	...	43	45	− 2	(*a*) 43
For Males							
Arts Colleges	14	13	+ 1	6,984	7,383	− 399	(*a*) 2,204 (*b*) 4,780
Professional Colleges ...	10	9	+ 1	2,487	2,435	+ 52	(*a*) 1,774 (*b*) 713
High Schools	187	177	+ 10	68,040	63,036	+ 5,004	(*c*) 68,040
Middle Schools	255	239	+ 16	19,485	18,788	+ 697	(*c*) 19,485
Primary Schools	12,300	11,950	+350	851,483	790,197	+ 61,286	(*d*) 851,483
Special Schools	351	348	+ 3	17,624	18,136	− 512	.....
Total ...	13,118	12,737	+381	966,146	900,020	+66,126	.....
For Females							
Arts Colleges	...	...	...	...	...	...	.....
Professional Colleges ...	...	...	...	...	...	...	.....
High Schools	48	45	+ 3	9,683	8,852	+ 831	(*c*) 9,683
Middle Schools	39	35	+ 4	3,086	2,893	+ 193	(*c*) 3,086
Primary Schools	1,535	1,498	+ 37	133,243	122,971	+ 10,272	(*d*) 133,243
Special Schools	44	56	− 12	1,935	2,325	− 390	.....
Total ...	1,666	1,634	+ 32	147,947	137,041	+ 10,906	.....
UNRECOGNISED INSTITUTIONS							
For Males	1,332	1,251	+ 81	30,827	32,551	− 1,724	.....
For Females	95	110	− 15	3,794	4,483	− 694	.....
Total ...	1,427	1,361	+ 66	34,621	37,039	− 2,418	.....
Grand Total ...	16,211	15,732	+479	1,148,714	1,074,100	+ 74,614	.....

GENERAL SUMMARY OF EXPENDITURE ON EDUCATION

BOMBAY

BRITISH DISTRICTS—

General Summary of

	Total expenditure		
	1927	1926	Increase or decrease
	1	2	3
	Rs.	Rs.	Rs.
Direction and Inspection	14,32,609	13,29,900	+ 1,02,709
Universities	6,64,640	6,86,514	+ 78,126
Miscellaneous*	34,72,549	55,56,541	− 20,83,992
Total ...	55,69,798	74,72,955	− 19,03,157
Institutions for Males			
Universities	43,332	41,644	+ 1,688
Arts Colleges	19,17,917	18,24,807	+ 93,110
Professional Colleges	12,26,809	10,71,854	+ 1,54,955
High Schools	49,54,941	46,39,130	+ 3,15,811
Middle Schools	10,38,119	10,04,051	+ 34,068
Primary Schools	1,63,36,065	1,49,71,382	+ 13,64,683
Special Schools	17,37,722	17,38,150	− 428
Total ...	2,73,54,905	2,52,91,018	+ 19,63,887
Institutions for Females			
Arts Colleges	.....	.....	.....
Professional Colleges	.....	.....	.....
High Schools	11,65,886	11,29,639	+ 36,247
Middle Schools	2,89,985	2,73,770	+ 16,215
Primary Schools	35,21,363	31,30,774	+ 3,90,589
Special Schools	3,47,512	3,46,856	+ 656
Total ...	53,24,746	48,81,039	+ 4,43,707
Total ... Direct ...	3,25,79,651	3,01,72,057	+24,07,594
Total ... Indirect ...	55,69,798	74,72,955	−19,03,157
Grand Total ...	3,81,49,449	3,76,45,012	+ 5,04,437

N.B.—For explanation of certain terms used in the

* Includes expenditure

† Include both District

PRESIDENCY

1926-27

Expenditure on Education

Percentage of expenditure from				Cost per scholar to				Total cost per scholar
Govt. funds	Board† funds	Fees	Other sources	Govt. funds	Board† funds	Fees	Other sources	
4	5	6	7	8	9	10	11	12
				Rs.	Rs.	Rs.	Rs.	Rs.
89·3	10·7	...	.....	.....	.....	...	.....	.....
3·8	.....	85·9	10·3	.....	.....	...	.....	.....
45·3	22·4	15·8	17·0	.....	.....	...	.....	.....
51·7	16·7	19·8	11·8	.....	.....	...	.....	.....
98·0	.....	2·0	.....	988	.....	20	.....	1,008
30·0	1·1	47·0	21·9	83	3	129	60	275
50·3	14·4	28·9	6·4	248	71	142	32	493
30·2	2·2	51·4	16·2	22	2	37	12	73
23·9	8·5	43·2	24·4	13	4	23	13	53
64·4	25·9	2·7	7·0	12	5	1	1	19
61·1	6·8	14·5	17·6	60	7	14	17	98
53·4	17·4	18·2	11·0	15	5	5	3	28
.....	.....	...	.....	.....	.....	...	.....	.....
.....	.....	...	.....	.....	.....	...	.....	.....
35·3	0·6	38·2	25·9	42	1	46	31	120
38·8	0·8	26·1	34·3	36	1	25	32	94
46·5	40·3	1·8	11·4	12	11	...	3	26
56·3	3·9	6·6	33·2	101	7	12	60	180
44·3	27·1	11·4	17·2	16	10	4	6	36
51·9	19·0	17·1	12·0	15	6	5	3	29
.....	.....	...	...	.....	.....	...	.....	.....
51·9	18·7	17·4	12·0	18	6	6	4	34

tables please see memorandum printed separately.
on buildings.
and Municipal Board Funds.

BOMBAY

BRITISH DISTRICTS—

I.—Classification of

—	For Government	For District Board	For Municipal Board
	1	2	3
RECOGNISED INSTITUTIONS			
Universities	.....	.....	.....
Colleges—			
Arts and Science*	5	.....	.....
Law	1	.....	.....
Medicine	1	.....	1
Education	1	.....	.....
Engineering	1	.....	.....
Agriculture	1	.....	.....
Commerce	1	.....	.....
Forestry	.....	.....	.....
Veterinary Science	.....	.....	.....
Intermediate and 2nd Grade Colleges	.....	.....	.....
Total ...	11	.....	1
High Schools	25	1	20
Middle Schools { English	3	37	45
Middle Schools { Vernacular...	.....	.....	.....
Primary Schools	29	8,934	1,057
Total ...	57	8,972	1,123
Special Schools—			
Art	2	.....	.....
Law	.....	.....	.....
Medical	3	.....	.....
Normal and Training	12	.....	1
Engineering	.....	.....	.....
Technical and Industrial	5	3	4
Commercial	4	.....	.....
Agricultural	6	.....	.....
Reformatory	1	.....	.....
Schools for Defectives	.....	.....	.....
Schools for Adults	5	34	44
Other Schools	1	.....	6
Total ...	39	37	55
Total for Recognised Institutions ...	107	9,009	1,178
Unrecognised Institutions ...	.....	.....	.....
Grand Total, all Institutions ...	107	9,009	1,178

*Includes no

PRESIDENCY

1926-27

Educational Institutions

Males			For Females					
Aided	Unaided	Total	Government	District Board	Municipal Board	Aided	Unaided	Total
4	5	6	7	8	9	10	11	12
1	.....	1	.....	.....	.....	...	...	.....
7	2	14	.....	.....	.....	...	...	.....
.....	2	3	.....	.....	.....	...	...	.....
.....	.....	2	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
1	.....	2	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
.....	.....	1	.....	.....	.....	...	...	.....
.....	.....	.....	.....	.....	.....	...	...	.....
.....	.....	.....	.....	.....	.....	...	...	.....
.....	.....	.....	.....	.....	.....	...	...	.....
8	4	24	.....	.....	.....	...	...	.....
121	20	187	1	.....	.....	41	6	48
132	38	255	5	.....	3	28	3	39
.....	.....	.....	.....	.....	.....	...	...	.....
2,193	87	12,300	5	674	509	335	12	1,535
2,446	145	12,742	11	674	512	404	21	1,622
.....	.....	2	.....	.....	.....	...	...	.....
.....	.....	.....	.....	.....	.....	...	...	.....
.....	.....	3	.....	.....	.....	1	...	1
2	.....	15	5	.....	.....	13	...	18
.....	1	1	.....	.....	.....	...	...	.....
9	3	24	.....	.....	.....	8	...	8
6	23	33	.....	.....	.....	1	...	1
.....	.....	6	.....	.....	.....	...	...	.....
2	.....	3	.....	.....	.....	...	...	.....
6	.....	6	.....	.....	.....	1	...	1
100	10	193	.....	.....	.....	9	...	9
57	1	65	.....	.....	.....	5	1	6
182	38	351	5	.....	.....	38	1	44
2,637	187	13,118	16	674	512	442	22	1,666
.. ...	1,332	1,332	.....	.....	.....	...	95	95
2,637	1,519	14,450	16	674	512	442	117	1,761

Oriental Colleges.

II-A.—Distribution of Scholars attending

—	Government			District Board			Municipal Board		
	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS									
University and Intermediate Education (a).	...	...	...	...	...	...	...	...	...
Arts and Science (b) & (c).	2,022	1,825	709	...	...	...	...	...	...
Law	498	390	...	...	...	...	...	...	...
Medicine	518	492	216	...	...	...	100	90	74
Education	48	45	22	...	...	...	...	...	...
Engineering	184	142	88	...	...	...	...	...	...
Agriculture	201	184	137	...	...	...	...	...	...
Commerce	269	217	61	...	...	...	...	...	...
Forestry	...	...	...	...	...	...	...	...	...
Veterinary Science ...	...	...	...	...	...	...	...	...	...
Total ...	3,740	3,295	1,233	...	...	...	100	90	74
School and Special Education									
In High Schools ...	8,770	8,114	1,042	252	232	89	4,893	4,264	129
„ Middle English ...	935	929	...	229	179	72	3,741	3,349	42
„ Schools. Vernacular.	...	...	...	...	...	...	...	...	...
„ Primary Schools ...	3,896	3,005	174	553,832	408,799	408	184,832	139,312	2
Total ...	13,601	12,048	1,216	554,313	409,210	569	193,466	146,925	173
In Art Schools ...	575	429	...	...	...	...	...	...	...
„ Law Schools ...	...	...	...	...	...	...	...	...	...
„ Medical Schools ...	437	418	148	...	...	...	...	...	...
„ Normal and Training Schools.	933	854	909	...	...	...	4	3	...
„ Engineering Schools...	...	...	...	...	...	...	...	...	...
„ Technical and Industrial Schools.	511	412	27	332	246	...	262	186	36
„ Commercial Schools...	89	61	...	...	...	...	...	...	...
„ Agricultural Schools...	189	173	54	...	...	...	...	...	...
„ Reformatory Schools .	173	156	173	...	...	...	...	...	...
„ Schools for Defectives.	...	...	...	...	...	...	...	...	...
„ Schools for Adults ...	88	72	...	809	555	...	1,351	731	...
„ Other Schools ...	91	78	...	...	...	...	194	147	...
Total ...	3,086	2,653	1,311	1,141	801	...	1,811	1,067	86
Total for recognised institutions ...	20,427	17,996	3,760	555,454	410,011	569	195,377	148,082	283
IN UNRECOGNISED INSTITUTIONS	...	...	...	...	...	...	...	...	...
Grand Total, all Institutions ...	20,427	17,996	3,760	555,454	410,011	569	195,377	148,082	283

(a) Scholars reading more than one of the following
(b. Includes no scholars
(c) Includes no scholars

PRESIDENCY
1926-27
Educational Institutions for Males

Aided			Unaided			Grand total of scholars on rolls	Grand total of average daily attendance	Grand total of residents in approved hostels	Number of females included in column 16
Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels				
10	11	12	13	14	15	16	17	18	19
43	25	...	...	...	...	43	25	...	2
4,460	3,764	1,019	502	464	10	6,984	6,053	1,738	380
...	...	...	526	409	60	1,024	799	60	3
...	...	...	...	...	...	618	582	290	57
...	...	...	...	...	...	48	45	22	7
143	120	80	...	...	...	327	262	168	...
...	...	...	...	...	...	201	184	137	...
...	...	...	...	...	...	269	217	61	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
4,646	3,909	1,099	1,028	873	70	9,514	8,167	2,476	449
45,474	40,277	2,419	8,651	7,501	95	68,040	60,388	3,774	1,421
12,044	10,469	471	2,536	2,195	61	19,485	17,121	646	601
...	...	...	...	...	...	...	...	...	...
104,730	81,809	680	4,193	3,175	...	851,483	636,100	1,264	68,248
162,248	132,555	3,570	15,380	12,871	156	939,008	713,609	5,684	70,270
...	...	...	...	...	...	575	429	...	24
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	437	418	148	51
62	61	41	...	...	...	999	918	650	...
...	...	...	29	28	...	29	28	...	...
829	711	58	520	479	...	2,454	2,034	121	229
406	372	...	1,302	841	...	1,797	1,274	...	33
...	...	...	...	...	...	189	173	54	...
412	392	412	...	...	...	585	548	585	...
204	132	43	...	...	...	204	132	43	24
4,075	2,913	...	334	236	...	6,657	4,507	...	267
3,394	2,762	42	19	12	...	3,698	2,999	42	273
9,382	7,343	596	2,204	1,596	...	17,624	13,460	1,943	901
176,276	143,807	5,265	18,612	15,340	226	966,146	735,236	10,103	71,620
...	...	...	30,827	23,268	...	30,827	23,268	...	3,982
176,276	143,807	5,265	49,439	38,608	226	996,973	758,504	10,103	75,602

subjects should be entered under only one head :—
also reading *Law*.
in *Oriental Colleges*.

BOMBAY

BRITISH DISTRICTS—

II-B.—Distribution of Scholars attending

	Government			District Board			Municipal Board		
	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels
	1	2	3	4	5	6	7	8	9
READING—									
IN RECOGNISED INSTITUTIONS									
University and Intermediate Education (a)									
Arts and Science (b) ...	...	...	...	...	...	...	...	...	...
Medicine ...	...	...	...	...	...	...	...	...	...
Education ...	...	...	...	...	...	...	...	...	...
Total ...	...	...	...	...	...	...	...	...	...
School and Special Education									
In High Schools ...	202	167	...	...	...	...	...	...	...
„ Middle Schools. English ...	317	268	...	...	...	...	49	38	...
„ Middle Schools. Vernacular...	...	...	...	...	...	...	...	...	...
„ Primary Schools ...	936	754	...	39,137	26,575	...	65,334	41,213	...
Total ...	1,455	1,189	...	39,137	26,575	...	65,383	41,251	...
In Medical Schools ...	...	...	...	...	...	...	...	...	...
„ Normal and Training Schools ...	252	209	173	...	...	...	...	...	...
„ Technical and Industrial Schools ...	...	...	...	...	...	...	...	...	...
„ Commercial Schools ...	...	...	...	...	...	...	...	...	...
„ Agricultural Schools ...	...	...	...	...	...	...	...	...	...
„ Schools for Defectives.	...	...	...	...	...	...	...	...	...
„ Schools for Adults ...	...	...	...	...	...	...	...	...	...
„ Other Schools ...	...	...	...	...	...	...	...	...	...
Total ...	252	209	173	...	...	...	...	...	...
Total for recognised institutions ...	1,707	1,398	173	39,137	26,575	...	65,383	41,251	...
IN UNRECOGNISED INSTITUTIONS ...	...	...	...	...	...	...	...	...	...
Grand Total, all Institutions ...	1,707	1,398	173	39,137	26,575	...	65,383	41,251	...
Grand Totals, all Institutions, Males and Females ...	22,134	19,394	3,933	594,591	436,586	569	260,760	189,333	288

(a) Scholars reading more than one of the following

(b) Includes no scholars

PRESIDENCY

1926-27

Educational Institutions for Females

Aided			Unaided						
Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Scholars on roll on March 31st	Average daily attendance	Number of residents in approved hostels	Grand total of scholars on rolls	Grand total of average daily attendance	Grand total of residents in approved hostels	Number of males included in column 16
10	11	12	13	14	15	16	17	18	19
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...
8,712	7,265	1,674	769	621	30	9,683	8,053	1,704	830
2,661	2,214	346	59	52	...	3,086	2,572	346	490
...	...	...	...	...	...	...	...	...	...
26,522	19,907	551	1,314	948	...	133,243	89,397	551	2,887
37,895	29,386	2,571	2,142	1,621	30	146,012	100,022	2,601	4,147
4	2	...	...	...	...	4	2	...	...
414	366	239	...	...	...	666	575	412	...
379	309	40	...	...	...	379	309	40	...
32	27	6	...	...	...	32	27	6	...
...	...	...	...	...	...	...	...	...	...
44	40	40	...	...	...	44	40	40	19
521	401	...	...	...	...	521	401	...	...
272	219	...	17	16	...	289	235	...	...
1,666	1,364	325	17	16	...	1,935	1,589	498	19
39,561	30,750	2,896	2,159	1,637	30	147,947	101,611	3,099	4,166
...	...	...	3,794	2,547	...	3,794	2,547	...	318
39,561	30,750	2,896	5,953	4,184	30	151,741	104,158	3,099	4,484
215,837	174,557	8,161	55,392	42,792	256	1,148,714	862,662	13,202	...

subjects should be entered under only one head.
in *Oriental Colleges.*

Expenditure on Buildings includes Rs. 2,94,571 spent by the Public Works Department on educational buildings.

	Rs.
"Miscellaneous" includes the following main items:—	
(1) Scholarships	5,72,162
(2) Hostel Charges	6,20,414
(3) Publication of Sanskrit Series	16,214
(4) Expenditure on Committee of Direction for Technical and Industrial Education	19,200
(5) Dakshina Grants	26,765
(6) Grant for the Encouragement of Literature	5,831
(7) Personal Allowances to Pandits and Moulvis not in the Service of Government	1,200

—	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources.	Total
	1	2	3	4	5	6
UNIVERSITY AND INTERMEDIATE EDUCATION	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Universities ...	.....	.....	.....	.....	.....	.....
Arts Colleges ...	3,88,289	.....	.....	2,46,195	1,43,107	7,77,591
Professional Colleges—						
Law ...	.....	.....	.....	52,575	.....	52,575
Medicine ...	1,99,451	.....	.....	1,39,364	5,057	3,43,872
Education ...	64,702	.....	.....	.....	.....	64,702
Engineering ...	1,67,680	.....	.....	27,775	3,026	1,98,481
Agriculture ...	1,26,434	.....	.....	9,420	.....	1,35,854
Commerce ...	27,342	.....	.....	37,985	18,522	83,849
Forestry ...	.....	.....	.....	.....	.....	.....
Veterinary Science ...	.....	.....	.....	.....	.....	.....
Intermediate Colleges ...	.....	.....	.....	.....	.....	.....
Total ...	9,73,898	.....	.....	5,13,314	1,69,712	16,56,924
SCHOOL EDUCATION						
General						
High Schools ...	5,64,212	.....	7	3,80,774	1,632	9,46,625
Middle Schools—						
English ...	22,243	.....	.....	11,262	7	33,512
Vernacular ...	.....	.....	.....	.....	.....	.....
Primary Schools ...	88,475	.....	.....	1,591	.....	90,066
Total ...	6,74,930	.....	7	3,93,627	1,639	10,70,205

PRESIDENCY

1926-27

Education for Males

	Rs.
(8) Examination Charges	50,823
(9) Charges in connection with Indian Students in England ...	3,000
(10) Charges in connection with Primary, Middle and High School Scholarship Examinations	2,519
(11) Charges in connection with Organisation for Physical Training in Schools and Colleges	7,000
(12) Grant to Bombay Boy Scouts Council	40,000
(13) Allowances to lady teachers for Physical culture	3,480
(14) Grant to Girl Guide Association	5,000

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	67,772	.....
.....	.....	.....	.....	.....	.....	1,87,000	4,800
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	1,63,066	33,506	240	1,96,812	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	32,000	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	1,63,066	33,506	240	1,96,812	2,86,772	4,800
66,356	2,200	76,844	1,47,357	9,825	3,02,582	8,66,426	2,034
55,559	11,245	62,279	94,465	3,814	2,27,362	1,70,378	5,496
.....	.....	.....	.....	.....	.....	.....	.....
1,00,25,327	13,24,117	27,45,557	2,51,727	1,83,063	1,45,29,811	4,09,047	18,349
1,01,47,242	13,37,562	28,84,680	4,93,549	1 96,722	1,50,59,755	14,45,851	25,878

Direction ...
Inspection ...
Buildings, etc. ...
Miscellaneous ...

Total ...

	Aided Institutions—*contd.*				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
UNIVERSITY AND INTERMEDIATE EDUCATION							
Universities ...		5,71,700	68,500	7,07,972	...	...	...
Arts Colleges ...	17,075	6,05,719	2,62,607	10,77,201	49,484	13,641	63,125
Professional Colleges—							
Law ...	...	.....	.....	...	26,682	36,417	63,099
Medicine ...	...	.....	.....	...	...	...	...
Education ...	...	.....	.....	...	...	...	...
Engineering ...	13,750	26,800	15,015	87,565	...	...	...
Agriculture ...	...	.....	.....	...	...	...	...
Commerce ...	...	.....	.....	...	...	...	...
Forestry ...	...	.....	.....	...	...	...	...
Veterinary Science ...	...	.....	.....	...	...	...	...
Intermediate Colleges...	...	.....	.....	...	...	...	...
Total ...	30,825	12,04,219	3,46,122	18,72,738	76,166	50,058	1,26,224
SCHOOL EDUCATION							
General							
High Schools ...	28,815	15,97,719	6,13,454	31,08,448	4,21,398	1,75,888	5,97,286
Middle Schools—							
English ...	9,424	2,88,110	1,83,677	6,57,084	54,932	65,229	1,20,161
Vernacular ...	...	.....	.....	...	...	...	...
Primary Schools ...	1,46,939	1,74,979	8,87,286	16,36,600	16,895	62,693	79,588
Total ...	1,85,178	20,60,808	16,84,417	54,02,132	4,93,225	3,03,810	7,97,035

PRESIDENCY
1926-27

Education for Males—contd.

Total expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand total
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,53,407	...	.....	.....	13	1,53,420
10,58,546	1,27,658	20,289	85	84	12,06,662
7,09,190	1,72,897	4,08,862	2,788	1,38,548	14,32,285
7,25,991	1,44,566	34,978	2,99,679	2,84,960	14,90,174
26,47,134	4,45,121	4,64,129	3,02,552	4,23,605	42,82,541
67,772	.....	.....	5,71,700	68,500	7,07,972
5,75,289	4,800	17,075	9,01,398	4,19,355	19,17,917
.....	.....	.....	79,257	36,417	1,15,674
1,99,451	.....	1,63,956	1,72,870	5,297	5,40,684
64,702	.....	.....	.....	.....	64,702
1,99,680	.....	13,750	54,575	18,041	2,86,046
1,26,434	.....	.....	9,420	.....	1,35,854
27,342	.....	.....	37,985	18,522	83,849
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
12,60,670	4,800	1,93,891	18,27,205	5,66,132	38,52,698
14,96,994	4,234	1,05,666	25,47,248	8,00,799	49,54,941
2,48,180	16,740	71,703	4,48,769	2,52,727	10,38,119
.....	.....	.....	.....	.....	.....
1,05,22,849	13,42,466	28,92,496	4,45,192	11,33,062	1,63,36,065
1,22,68,023	13,63,440	30,69,865	34,41,209	21,86,588	2,23,29,125

III-A.—Expenditure on

—	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
Special	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Art Schools ...	1,21,439	.....	.....	9,463	1,602	1,32,504
Law Schools ...	.....	.....	.....	.....	.....	.....
Medical Schools ...	1,56,842	1,700	.....	19,818	4,395	1,82,755
Normal and Training Schools.	2,40,439	3,386	8,665	.....	4,542	2,57,032
Engineering Schools ...	.....	.....	.....	.....	.....	.....
Technical and Industrial Schools.	59,935	.....	15	11,701	1,049	72,700
Commercial Schools ...	3,571	.....	.....	6,178	1,617	11,366
Agricultural Schools ...	65,096	.....	.....	.....	1,000	66,096
Reformatory Schools ...	45,108	.....	.....	.....	.....	45,108
Schools for Defectives ...	.....	.....	.....	.....	.....	.....
Schools for Adults ...	1,001	.....	.....	.....	.....	1,001
Other Schools ...	74,138	.....	2,500	3,930	36	80,604
Total ...	7,67,569	5,086	11,180	51,090	14,241	8,49,166
Grand Total ...	24,16,397	5,086	11,187	9,58,031	1,85,593	35,76,293

PRESIDENCY

1926-27

Education for Males—concld.

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	192	.....	.....	192	5,790	.....
.....	.....	.....	.....	.....	.....	.....	.....
24,589	13,338	28,898	2,005	19,605	88,435	1,42,221	1,070
.....	.....	.....	.....	.....	.....	390	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	75,019	.....
.....	.....	.....	.....	.....	.....	11,867	.....
6,074	15	9,961	.....	160	16,210	10,299	.....
1,420	16	3,814	156	.....	5,406	16,837	100
32,083	13,369	42,865	2,161	19,765	1,10,243	2,63,423	1,170
1,01,79,325	13,50,931	30,90,611	5,29,216	2,16,727	1,53,66,810	19,95,046	31,828

III-A.—Expenditure on

	Aided Institutions—*concld.*				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
Special	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.
Art Schools	...	.....	.....	.....	...	...	...
Law Schools	...	.....	.....	.....	...	...	...
Medical Schools	...	.....	.....	.....	...	...	...
Normal and Training Schools.	...	.....	7,922	13,712	...	...	...
Engineering Schools	...	.....	.....	.....	1,806	2,726	4,532
Technical and Industrial Schools.	21,860	84,014	99,909	3,49,074	263	5,418	5,681
Commercial Schools	2,750	12,390	9,011	24,541	83,708	15,537	99,245
Agricultural Schools	...	.....	.....	.....	...	...	...
Reformatory Schools	1,575	1,010	30,480	1,08,084	...	...	...
Schools for Defectives.	10,855	110	24,140	46,772	...	...	...
Schools for Adults	4,618	8,416	27,767	51,000	...	1,722	1,722
Other Schools	2,740	6,239	47,465	73,381	324	295	619
Total	44,098	1,12,179	2,45,644	6,66,514	85,101	25,698	1,11,799
Grand Total	2,60,101	33,77,206	22,77,183	79,41,384	6,55,492	3,79,566	10,35,058

PRESIDENCY

1926-27

Education for Males—concld.

Total expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Total
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,21,439	.....	.....	9,463	1,602	1,32,504
.....	.....	.....	.....	.....	.....
1,56,842	1,700	.....	19,818	4,395	1,82,755
2,46,229	3,386	8,857	.....	12,464	2,70,936
.....	.....	.....	1,806	2,726	4,532
2,26,745	14,408	50,773	97,983	1,25,981	5,15,890
3,961	.....	2,750	1,02,276	26,165	1,35,152
65,096	.....	.....	.....	1,000	66,096
1,20,127	.....	1,575	1,010	30,430	1,53,142
11,867	.....	10,655	110	24,140	46,772
17,374	15	14,479	8,416	29,649	69,933
92,395	116	9,054	10,649	47,796	1,60,010
10,62,075	19,625	98,143	2,51,531	6,06,348	17,37,722
1,72,37,902	18,32,986	38,26,028	58,22,497	34,82,673	3,22,02,086

Expenditure on Buildings includes Rs. 1,754 spent by the Public Works Department

"Miscellaneous" includes the following main items :—

	Rs.
(1) Scholarships ...	43,458
(2) Hostel charges....	4,39,994
(3) Examination charges	3,270

	Government Institutions					
	Government funds	Board funds	Municipal funds	Fees	Other sources	Total
	1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION						
General						
High Schools ...	18,215	.....	.....	1,649	.....	19,864
Middle Schools—						
English ...	47,711	.....	.....	2,202	51	49,964
Primary Schools	40,734	.....	.....	.....	.....	40,734
Total ...	1,06,660	.....	.....	3,851	51	1,10,562
Special						
Medical Schools ...	.....	.....	.....	.....	.....	.....
Normal and Training Schools.	1,20,957	106	1,079	.....	1,051	1,23,193
Technical and Industrial Schools.	.....	.....	.....	.....	.....	.....
Commercial Schools.	.....	.....	.....	.....	.....	.....
Schools for Defectives.	.....	.....	.....	.....	.....	.....
Agricultural Schools.	.....	.....	.....	.....	.....	.....
Schools for Adults	.....	.....	.....	.....	.....	.....
Other Schools ...	.....	.....	.....	.....	.....	.....
Total ...	1,20,957	106	1,079	.....	1,051	1,23,193
Grand Total for Females.	2,27,617	106	1,079	3,851	1,102	2,32,755
Grand Total for Males.	24,16,397	5,086	11,187	9,58,031	1,85,593	35,76,293
Grand Total for all.	26,44,014	5,192	12,266	9,61,882	1,86,694	38,10,048

PRESIDENCY

1926-27

Education for Females

on educational buildings.

District Board and Municipal Institutions						Aided Institutions	
Government funds	Board funds	Municipal funds	Fees	Other sources	Total	Government funds	Board funds
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	3,93,653	500
369	.....	1,843	.....	.....	2,212	64,423	.....
14,18,285	1,22,476	12,06,357	12	40,596	27,87,726	1,77,980	2,240
14,18,654	1,22,476	12,08,200	12	40,596	27,89,938	6,36,056	2,740
.....	.....	.....	.....	.....	.....	.....	550
.....	.....	.....	.....	.....	.....	45,840	.....
.....	.....	.....	.....	.....	.....	11,140	.....
.....	.....	.....	.....	.....	.....	2,300	.....
.....	.....	.....	.....	.....	.....	2,150	.....
.....	.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	8,174	.....
.....	.....	.....	.....	.....	.....	5,175	.....
.....	.....	.....	.....	.....	.....	74,779	550
14,18,654	1,22,476	12,08,200	12	40,596	27,89,938	7,10,835	3,290
1,01,79,325	13,50,931	30,90,611	5,29,216	2,16,727	1,53,66,810	19,95,046	31,848
1,15,97,979	14,73,407	42,98,811	5,29,228	2,57,323	1,81,56,748	27,05,881	35,138

BOMBAY

BRITISH DISTRICTS—

III-B—Expenditure on

Inspection ...
Buildings, etc. ...
Miscellaneous ...
Total ...

	Aided Institutions—*contd.*				Recognised (Unaided) Institutions		
	Municipal funds	Fees	Other sources	Total	Fees	Other sources	Total
	15	16	17	18	19	20	21
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
SCHOOL EDUCATION							
General							
High Schools	6,645	4,08,996	2,62,018	10,71,812	34,661	39,549	74,210
Middle Schools—English	355	73,033	93,413	2,31,224	438	6,147	6,585
Primary Schools	88,488	59,378	3,39,676	6,67,762	3,198	21,943	25,141
Total	95,488	5,41,407	6,95,107	19,70,798	38,297	67,639	1,05,936
Special							
Medical Schools	.....	.....	1,691	2,241	...	...	.....
Normal and Training Schools	8,423	7,514	44,944	1,06,721	...	...	.....
Technical and Industrial Schools	1,090	4,702	42,768	59,700	...	...	.....
Commercial Schools	.....	4,120	.....	6,420	...	...	.....
Schools for Defectives	.....	.....	3,878	6,028	...	...	.....
Agricultural Schools	.....	.....	.....	.....	...	...	.....
Schools for Adults	2,225	3,774	16,139	30,312	...	...	.....
Other Schools	.....	2,449	4,478	12,102	488	307	795
Total	11,738	22,559	1,13,898	2,23,524	488	307	795
Grand Total for Females	1,07,226	5,63,966	8,09,005	21,94,322	38,785	67,946	1,06,731
Grand Total for Males	2,60,101	33,77,206	22,77,183	79,41,384	6,55,492	3,79,566	10,35,058
Grand Total for all	3,67,327	39,41,172	30,86,188	1,01,35,706	6,94,277	4,47,512	11,41,789

PRESIDENCY
1926-27
Education for Females—concld.

Total expenditure from					
Government funds	Board funds	Municipal funds	Fees	Other sources	Grand Total
22	23	24	25	26	27
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
67,840	1,414	3,273	.....	.....	72,527
27,368	681	.....	.....	33,627	61,676
1,10,065	10,238	6,885	2,27,333	1,33,893	4,88,414
2,05,273	12,333	10,158	2,27,333	1,67,520	6,22,617
4,11,868	500	6,645	4,45,306	3,01,567	11,65,886
1,12,503	.....	2,198	75,673	99,611	2,89,985
16,36,999	1,24,716	12,94,845	62,588	4,02,215	35,21,363
21,61,370	1,25,216	13,03,688	5,83,567	8,03,393	49,77,234
.....	550	.....	.....	1,691	2,241
1,66,797	106	9,502	7,514	45,995	2,29,914
11,140	.....	1,090	4,702	42,768	59,700
2,300	.....	.....	4,120	.....	6,420
2,150	.....	.....	.....	3,878	6,028
.....	.....	.....	.....	.....	.....
8,174	.....	2,225	3,774	16,139	30,312
5,175	.....	.....	2,937	4,785	12,897
1,95,736	656	12,817	23,047	1,15,256	3,47,512
25,52,379	1,38,205	13,26,663	8,33,947	10,86,169	59,47,363
1,72,37,902	18,32,986	38,26,028	58,22,497	34,82,673	3,22,02,086
1,98,00,281	19,71,191	51,52,691	66,56,444	45,68,842	3,81,49,449

BOMBAY

BRITISH DISTRICTS—

IV-A.—Race or Creed of Scholars in

	Europeans and Anglo-Indians	Indian Christians	Hin	
			Advanced	Inter-mediate
	1	2	3a	3b
Total Population ...	28,259	121,362	1,044,051	4,713,175
School Education				
Classes				
Primary I	394	8,177	50,419	131,060
II	207	3,627	29,998	70,353
III	263	2,880	26,717	61,713
IV	230	2,368	23,455	51,737
V	256	1,989	22,051	44,450
§ Middle VI	197	1,487	19,686	22,322
VII	148	915	14,789	12,871
VIII	97	678	12,395	9,849
§ High IX	97	373	6,640	2,205
X	72	138	5,378	1,726
XI	.....	145	4,779	1,278
XII	1	120	5,268	1,254
Total ...	1,962	22,897	221,575	410,823
University and Intermediate Education.				
Intermediate classes—				
1st year	10	102	1,705	261
2nd year	9	128	1,636	189
Degree classes—				
3rd year	4	36	719	72
4th year	4	46	828	74
5th year	.....	.....	.....	.....
Post-graduate classes—				
6th year	.....	7	120	8
7th year	.....	4	21	2
Research students	.....	.....	.....	.....
Total ...	27	323	5,029	606
No. of scholars in recognised institutions.	1,989	23,220	226,604	411,429
No. of scholars in unrecognised institutions.	.....	420	5,394	3,857
Grand Total ...	1,989	23,640	231,998	415,286

*Statistics of Scholars belonging to Jain, Lingayat and Maratha Communities included under Hindus are as under :—

	Primary Schools.	Secondary Schools.	Colleges.
(1) Jains ...	14,344	3,344	224
(2) Lingayats ...	61,577	2,517	192
(3) Marathas ...	122,996	5,405	178

§ Please draw two broad lines across the table indicating the stages where the High and Middle Departments begin.

PRESIDENCY

1926-27

Institutions for the General Education of Males

dus.*		Muhammadans	Buddhists	Parsis	Sikhs	Others	Total
Backward†	Total						
3c	3	4	5	6	7	8	9
2,092,434	7,849,660	2,083,653	1,487	42,749	5,300	6,105	10,138,575
45,112	226,591	59,192	1	1,020	255	833	296,463
23,084	123,435	29,581	.....	859	91	240	153,640
16,806	105,241	22,253	1	907	75	301	131,921
11,615	86,807	16,328	2	913	61	251	106,960
8,580	75,081	12,268	.....	774	43	227	90,638
3,253	45,261	7,027	.....	956	48	115	55,091
2,063	29,723	4,390	.....	840	21	72	36,109
1,332	23,576	3,386	.....	691	26	55	28,509
168	9,013	959	.....	696	9	52	11,199
118	7,222	740	.....	618	7	37	8,834
62	6,119	546	1	586	12	19	7,428
74	6,596	451	.....	601	2	45	7,816
112,267	744,665	157,121	5	9,461	650	2,247	939,008
4	1,970	104	.....	251	2	10	2,449
12	1,837	118	.....	225	2	12	2,931
2	793	48	1	81	1	9	973
.....	902	44	.....	79	2	9	1,086
.....	.....	.....	.....	.....	.....	.....	.....
.....	128	4	.....	16	2	.....	157
.....	23	.....	.....	4	.....	.....	31
.....	.....	.....	.....	.....	.....	.....	.....
18	5,653	318	1	656	9	40	7,027
112,285	750,318	157,439	6	10,117	659	2,287	946,035
2,925	12,176	18,148	.....	80	1	2	30,827
115,210	762,494	175,587	6	10,197	660	2,289	976,862

† The following are included under heading Backward Hindus:—
(1) Aboriginals and Hill Tribes.
(2) Criminal Tribes.
(3) Depressed classes (untouchables), and
(4) The rest.

‡ Class I represents Infant class.

IV-B.—Race or Creed of Scholars in Institutions

		Europeans and Anglo-Indians	Indian Christians	Hin	
				Advanced	Intermediate
		1	2	3a	3b
	Total Population ...	13,686	99,313	873,004	4,443,804
	School Education				
	Classes				
Primary	‡ I	971	2,134	20,320	15,618
	II	270	1,342	11,157	6,776
	III	284	1,115	9,688	5,259
	IV	237	800	7,916	3,678
	V	243	632	5,829	2,331
§ Middle	VI	217	652	2,844	1,002
	VII	171	493	1,669	571
	VIII	132	162	481	37
§ High	IX	95	135	323	26
	X	65	52	239	13
	XI	1	35	156	18
	XII	2	34	180	14
	Total ...	2,688	7,586	60,802	35,343
	University and Intermediate Education.				
	Intermediate classes—				
	1st year	.....	.....	.....	.....
	2nd year	.....	.....	.....	.....
	Degree classes—				
	3rd year	.....	.....	.....	.....
	4th year	.....	.....	.....	.....
	5th year	.....	.....	.....	.....
	Post-graduate classes—				
	6th year	.....	.....	.....	.....
	7th year	.....	.....	.....	.....
	Research students	.....	.....	.....	.....
	Total ...	.....	.....	.....	.....
	No. of scholars in recognised institutions.	2,68	7,586	60,802	35,343
	No. of scholars in unrecognised institutions.	.....	34	1,602	161
	Grand Total ...	2,688	7,620	62,404	35,504

* Statistics of Scholars belonging to Jain, Lingayat and Maratha Communities included under Hindus are as under :—

	Primary Schools.	Secondary Schools.	Colleges.
(1) Jains ...	4,903	82	...
(2) Lingayats ..	7,448	11	...
(3) Marathas ...	8,261	136	...

§ Please draw two broad lines across the table indicating the stages where the High and Middle Departments begin.

PRESIDENCY

1926-27

for the General Education of Females

dus*		Muhammadans	Buddhists	Parsis	Sikhs	Others	Total
Backward†	Total						
3c	3	4	5	6	7	8	9
1,983,415	7,300,223	1,691,445	247	39,947	2,727	5,556	9,353,144
2,941	38,879	14,218	2	1,165	110	257	57,736
1,095	19,028	5,124	...	870	25	85	26,744
805	15,752	3,211	...	834	23	63	21,282
554	12,148	2,096	...	766	18	74	16,139
344	8,504	1,303	...	504	7	48	11,241
107	3,953	315	2	559	2	18	5,718
51	2,291	150	...	477	.....	39	3,621
1	519	47	...	383	.....	10	1,253
.....	349	9	...	312	1	22	923
.....	252	2	...	233	.....	18	622
.....	174	2	...	147	1	4	364
1	195	1	...	131	.....	6	369
5,899	102,044	26,478	4	6,381	187	644	146,012
.....	.....	.....	...	.....	.....	.....	.....
.....	.....	.....	...	.....	.....	.....	.....
.....	.....	.....	...	.....	.....	.....	.....
.....	.....	.....	...	.....	.....	.....	.....
.....	.....	.....	...	.....	.....	.....	.....
.....	.....	.....	...	.....	.....	.....	.....
.....	.....	.....	...	.....	.....	.....	.....
.....	.....	.....	...	.....	.....	.....	.....
.....	.....	.....	...	.....	.....	.....	.....
5,899	102,044	26,478	4	6,381	187	644	146,012
87	1,850	1,907	...	.....	.....	3	3,794
5,986	103,894	28,385	4	6,381	187	647	149,806

† The following are included under heading Backward Hindus :—
(1) Aboriginals and Hill Tribes.
(2) Criminal Tribes.
(3) Depressed classes (untouchables), and
(4) The rest.

‡ Class I represents Infant class.

BOMBAY

BRITISH DISTRICTS—

V-A.—Race or Creed of Scholars in Institutions

	Europeans and Anglo-Indians	Indian Christians	Hin	
			Advanced	Inter-mediate
	1	2	3a	3b
Schools				
Art Schools	3	67	215	187
Law Schools	.....	.....	.....	.....
Medical Schools	.....	15	366	28
Normal and Training Schools	.....	81	277	405
Engineering and Surveying Schools	.....	1	28	.....
Technical and Industrial Schools	4	235	884	447
Commercial Schools	37	176	922	72
Agricultural Schools	.....	.....	69	117
Reformatory Schools	2	27	67	136
Schools for Defectives	2	11	117	33
Schools for Adults	.....	21	592	2,045
Other Schools	.....	9	1,804	279
Total	48	648	5,341	3,749
Colleges				
Law	1	19	716	99
Medicine	6	68	394	29
Education	.....	8	31	4
Engineering	.....	9	246	22
Agriculture	.....	9	105	65
Commerce	2	16	165	11
Forestry	.....	.....	.....	.....
Veterinary Science	.....	.....	.....	.....
Total	9	129	1,657	223
Grand Total	57	772	6,998	3,972

* The following are included under Hindus :—

(1) Jains 267

(2) Lingayats 899

(3) Marathas 1,694

PRESIDENCY

1926-27

for the Vocational and Special Education of Males

dus *		Muham-madans	Buddhists	Parsis	Sikhs	Other s	Total
†Back-ward	Total						
3c	3	4	5	6	7	8	9
9	411	30	3	35	.....	26	575
.....	.....	...	.....	.....	.....	...	...
1	395	10	.....	2	9	6	437
72	754	164	.....	.....	.....	...	999
.....	28	...	.....	.....	.....	...	29
587	1,918	133	.....	147	13	4	2,454
11	1,005	109	.....	429	24	17	1,797
1	187	2	.....	.....	.....	...	189
193	396	228	.....	2	.....	...	585
3	153	31	1	6	.....	...	204
2,406	5,043	1,567	.....	7	15	4	6,657
24	2,107	1,512	.....	59	11	...	3,698
3,237	12,327	3,786	4	687	72	57	17,624
89	897	41	.....	65	.....	1	1,024
1	424	37	.....	72	6	5	618
.....	35	5	.....	.....	.....	...	48
12	280	22	.....	16	.....	...	327
.....	170	14	.....	8	.....	...	201
.....	176	13	.....	59	1	2	269
.....	.....	...	.....	.....	.....	...	...
.....	.....	...	.....	.....	.....	...	...
102	1,982	132	.....	220	7	8	2,487
3,339	14,309	3,918	4	907	79	65	20,111

† The following are included under the heading "Backward Hindus":—

(1) Aboriginals and Hill Tribes.

(2) Criminal Tribes,

(3) Depressed Classes (Untouchables), and

(4) The rest.

V-B.—Race or Creed of Scholars in Institutions

	Europeans and Anglo-Indians	Indian Christians	*Hindus			Total
			Advanced	Intermediate	† Backward	
	1	2	3(a)	3(b)	3(c)	3
Schools						
Medical Schools	.....	...	.....	...	...	...
Normal and Training Schools	45	230	253	87	13	353
Technical and Industrial Schools.	.....	167	199	8	4	211
Commercial Schools ...	32	...	.....	...	...	...
Agricultural Schools ...	.....	...	.....	...	...	...
Schools for Defectives ...	.....	43	.....	...	...	...
Schools for Adults... ...	.....	2	331	32	15	378
Other Schools	8	14	109	4	...	113
Total ...	85	456	892	131	32	1,055
Colleges						
Medicine	.....	...	.....	...	...	...
Education	.....	...	.....	...	...	...
Total ...	.....	...	.....	...	...	...
Grand Total ...	85	456	892	131	32	1,055

* The following are included under "Hindus":—

(1) Jains 4

(2) Lingayats 12

(3) Marathas 64

PRESIDENCY

1926-27

for the Vocational and Special Education of Females

Muhammadans	Buddhists	Parsis	Sikhs	Others	Total
4	5	6	7	8	9
4	.....	.....	.....	.....	4
19	.....	10	.....	9	666
.....	.....	.....	.....	1	379
.....	.....	.....	.....	.....	32
.....	.....	.....	.....	.....	.....
.....	.....	1	.....	.....	44
60	.....	75	.....	6	521
1	.....	150	.....	3	289
84	.....	236	.....	19	1,935
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
84	.....	236	.....	19	1,935

† The following are included under the heading "Backward Hindus":—

(1) Aboriginals and Hill Tribes.

(2) Criminal Tribes.

(3) Depressed Classes (Untouchables), and

(4) The rest.

BOMBAY

BRITISH DISTRICTS—

VI-A.—Men

Class of Institutions	Trained Teachers with the following educational qualifications				
	A Degree	Passed Matric or School Final	Passed Middle School	Passed Primary School	Lower qualifications
	1	2	3	4	5
Primary Schools					
Government	.....	3	.....	87	.....
Local Board and Municipal ...	1	10	.....	14,014	10
Aided	10	17	17	454	10
Unaided	4	1	1	24	.....
Total ...	15	31	18	14,579	20
Middle Schools					
Government	17	6	.....	5	1
Local Board and Municipal ...	5	4	.....	14	3
Aided	6	15	.....	26	13
Unaided	2	4	1	5	2
Total ...	30	29	1	50	19
High Schools					
Government	245	30	.....	5	24
Local Board and Municipal ...	14	3	2	10	10
Aided	103	67	1	63	75
Unaided	14	7	.....	21	19
Total ...	376	107	3	99	128
Grand Total ...	421	167	22	14,728	167

PRESIDENCY

1926-27

Teachers

Untrained Teachers				Total trained teachers	Total untrained teachers	Grand Total of teachers
Possessing a degree		*Possessing no degree*				
Certificated	Uncertificated	Certificated	Uncertificated			
6	7	8	9	10	11	12
.....	.....	2	34	90	36	126
2	4	3,303	8,744	14,095	11,953	25,988
8	4	179	3,352	508	3,543	4,051
.....	1	10	231	30	242	272
10	9	3,394	12,361	14,663	15,774	30,437
1	6	1	2	29	10	39
10	14	39	145	26	208	234
14	77	59	437	60	587	647
1	17	12	120	14	150	164
26	114	111	704	129	955	1,084
25	58	21	36	304	145	449
27	70	35	124	39	256	295
92	623	187	805	309	1,707	2,016
5	160	13	176	61	354	415
149	916	256	1,141	713	2,462	3,175
185	1,039	3,761	14,206	15,505	19,191	34,696

Class of Instructions	Trained Teachers with the following educational qualifications				
	A Degree	Passed Matric or School Final	Passed Middle School	Passed Primary School	Lower qualifications
	1	2	3	4	5
Primary Schools					
Government	.....	.....	.....	36	.....
Local Board and Municipal ...	.....	.....	.....	1,818	.....
Aided	4	7	31	338	8
Unaided	5	1	1	19	1
Total ...	9	8	32	2,211	9
Middle Schools					
Government	5	.....	1	2	3
Local Board and Municipal ...	.....	.....	.....	.....	.....
Aided	2	4	.....	5	3
Unaided	2	1	.....	5	2
Total ...	9	5	1	12	8
High Schools					
Government	3	.....	.....	.....	.....
Local Board and Municipal ...	.....	.....	.....	.....	.....
Aided	10	4	.....	9	15
Unaided	1	.....	1	4	1
Total ...	14	4	1	13	16
Grand Total ...	32	17	34	2,236	33

PRESIDENCY

1926-27

Teachers

Untrained Teachers				Total trained teachers	Total untrained teachers	Grand Total of teachers
Possessing a degree		*Possessing no degree.*				
Certificated	Uncertificated	Certificated	Uncertificated			
6	7	8	9	10	11	12
1	.....	.....	5	36	6	42
1	.....	194	988	1,818	1,183	3,001
1	1	49	625	388	676	1,064
.....	.....	5	35	27	40	67
3	1	248	1,653	2,269	1,905	4,174
5	1	1	1	11	8	19
.....	.....	1	.....	.....	1	1
.....	.....	2	11	14	13	27
2	1	6	16	10	25	35
7	2	10	28	35	47	82
.....	1	2	3	3	6	9
.....	.....	.....	.....	.....	.....	.....
23	21	35	70	38	149	187
3	.....	8	14	7	25	32
26	22	45	87	48	180	228
36	25	303	1,768	2,352	2,132	4,484

Total European population ...	Male ...	28,259
	Female ...	13,686
	Total ...	41,945

	Institutions	Scholars on roll on March 31st	Number of females in institutions for males and *vice versa*	Number of Non-Europeans on rolls
	1	2	3	4
Institutions for Males				
Arts Colleges	.....	.....	.....	.....
Training Colleges	.....	.....	.....	.....
High Schools	8	1,510	187	267
Middle Schools	6	373	141	35
Primary Schools	.....	.....	.....	.....
Training Schools	.....	.....	.....	.....
Technical and Industrial Schools	.....	.....	.....	.....
Commercial Schools	.....	.....	.....	.....
Other Schools	.....	.....	.....	.....
Total ...	14	1,883	328	302
Institutions for Females				
Arts Colleges	.....	.....	.....	.....
Training Colleges	.....	.....	.....	.....
High Schools	13	2,523	378	656
Middle Schools	8	426	167	80
Primary Schools	.....	.....	.....	.....
Training Schools	3	57	.....	12
Technical and Industrial Schools	.....	.....	.....	.....
Commercial Schools	1	32	.....	.....
Other Schools	.....	.....	.....	.....
Total ...	25	3,038	545	748
Grand Total, all Institutions ...	39	4,921	.....	1,050

Expenditure on Buildings includes Rs. *nil* spent by the Public Works Department.

"Miscellaneous" includes the following main items:—

	Rs.
(1) Scholarships	8,522
(2) Hostel (Boarding charges)	4,45,775
(3) Kindergarten Examination charges ...	600
Total ...	4,54,897

PRESIDENCY
1926-27
Education

Percentage to European population of those at School ... Males ... 7·4, Females ... 20·6, Total ... 11·7

Teachers		Expenditure from				
Trained	Untrained	Government funds	*Local funds	Fees	Other sources	Total expenditure
5	6	7	8	9	10	11
		Rs.	Rs.	Rs.	Rs.	Rs.
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
52	39	1,42,283	800	1,32,951	82,113	3,58,147
12	24	25,953	.....	14,297	22,399	62,649
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
64	63	1,68,236	800	1,47,248	1,04,512	4,20,796
.....	.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....	.....
126	82	1,75,961	1,125	1,85,315	95,551	4,58,952
16	17	18,426	130	14,712	21,272	54,540
.....	.....	.....	.....	.....	.....	.....
13	4	14,987	.....	3,865	7,234	26,086
.....	.....	.....	.....	.....	.....	.....
.....	2	2,300	.....	4,120	.....	6,420
.....	.....	.....	.....	.....	.....	.....
55	105	2,11,674	1,255	2,08,512	1,24,057	5,45,498
219	168	3,79,910	2,055	3,55,760	2,28,569	9,66,294
Inspection ...		16,508	.....	.....	.....	16,508
Buildings, &c. ...		32,716	.....	.....	32,716	65,432
Miscellaneous ...		1,06,498	.....	2,70,599	77,800	4,54,897
Total ...		1,55,722	.....	2,70,599	1,10,516	5,36,837
Grand Total ...		5,35,632	2,055	6,26,359	3,39,085	15,03,131

* Includes both District Board and Municipal Funds.

BOMBAY

BRITISH DISTRICTS—

VIII.—Examination

Examinations	Males					
	Number of Examinees			Number Passed		
	Public*	Private	Total	Public*	Private	Total
	1	2	3	4	5	6
DEGREE EXAMINATIONS						
Arts and Science						
D.Litt.	...	...	...	...	...	...
Ph.D.	...	...	...	...	...	...
D.Sc.	...	...	...	...	...	...
M.A.	55	8	63	37	4	41
M.Sc.	12	...	12	12	...	12
B.A. (Honours)	367	28	395	317	21	338
B.Sc. (Honours)	...	...	...	...	...	...
B.A. (Pass)	330	606	936	211	304	515
B.Sc. (Pass)	266	60	326	150	33	183
Law						
Master of Law	...	...	...	...	...	...
Bachelor of Law	757	...	757	284	...	284
Medicine						
M.D.	11	...	11	2	...	2
M.B. B. S.	698	...	698	193	...	193
L.M.S. (Bombay)	...	...	...	...	...	...
M.C.P. & S. (Bombay)	7	...	7	2	...	2
M.S.F.M. (Calcutta)	...	...	...	...	...	...
M.S.	6	...	6	1	...	1
M. Obstetrics	...	...	...	...	...	...
B.Hyg.	10	...	10	4	...	4
D.P.H.	...	...	...	...	...	...
B.Sc. (Sanitary)	...	...	...	...	...	...
D.T.M. (Calcutta)	...	...	...	...	...	...
Engineering						
Master of C. E.	...	...	...	...	...	...
Bachelor of C. E.	83	...	83	54	...	54
Bachelor of M. E.	13	...	13	11	...	11
Education						
B.T.	39	...	39	36	...	36
Commerce						
Master of Commerce	3	...	3	1	...	1
Bachelor of Commerce	126	...	126	56	...	56
Agriculture						
Master of Agriculture	3	...	3	2	...	2
Bachelor of Agriculture	46	...	46	27	...	27

* *i.e.*, Appearing from

PRESIDENCY
1926-27
Results

FEMALES					
Number of Examinees			Number Passed		
Public*	Private	Total	Public*	Private*	Total
7	8	9	10	11	12
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
8	.....	8	5	.....	5
2	.....	2	2	.....	2
37	2	39	33	1	34
.....	.....	.....	.....	.....	.....
13	17	30	10	7	17
3	.....	3	3	.....	3
.....	.....	.....	.....	.....	.....
5	.....	5	2	.....	2
.....	.....	.....	.....	.....	.....
37	.....	37	18	.....	18
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
7	.....	7	7	.....	
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

a recognised institution.

Examinations	Males					
	Number of Examinees			Number Passed		
	Public*	Private	Total	Public*	Private	Total
	1	2	3	4	5	6
INTERMEDIATE EXAMINATIONS						
Intermediate in Arts	1,170	456	1,626	517	135	652
Intermediate in Science	749	183	932	369	78	447
Licentiate of Civil Engineering ...	...	...	...	...	...	...
Certificate in Teaching (S.T.C.) ...	121	...	121	53	...	53
Intermediate in Commerce ...	148	...	148	43	...	43
Intermediate in Agriculture ...	75	...	75	54	...	54
Veterinary Examinations (G.B.V.C.).	...	...	...	...	...	...
SCHOOL EXAMINATIONS						
(a) On completion of High School Course						
School Leaving Examination for the purposes of Matriculation.	6,584	557	7,141	2,740	185	2,925
School Leaving Examination for the purposes of Government Service.	2,332	316	2,648	914	76	990
European High School	...	...	...	...	...	...
Cambridge School Certificate ...	53	3	56	18	2	20
(b) On completion of Middle School Course						
Cambridge Junior	70	...	70	18	...	18
European Middle	...	...	...	...	...	...
Anglo-Vernacular Middle	10,174	21	10,195	7,612	21	7,633
Vernacular Middle (Final)... ...	10,577	1,577	12,154	5,805	276	5,581
(c) On completion of Primary Course						
Upper Primary	7,669	...	7,669	4,367	...	4,367
Lower Primary	64,868	...	64,868	42,745	...	42,745
(d) On completion of Vocational Course						
For Teacher's Certificates—						
Vernacular, Higher	1,131	71	1,202	895	40	935
Vernacular, Lower	...	...	...	...	...	...
At Art Schools	14	...	14	4	...	4
At Law Schools	...	...	...	...	...	...
At Medical Schools (L.C.P.S.) ...	381	...	381	118	...	118
At Engineering Schools	78	...	78	65	...	65
At Technical and Industrial Schools.	112	...	112	96	...	96
At Commercial Schools	1,013	80	1,093	258	21	279
At Agricultural Schools	...	...	...	...	...	...
At other Schools	...	...	...	...	...	...

* i.e., Appearing from

FEMALES

Number of Examinees			Number Passed		
Public*	Private	Total	Public*	Private	Total
7	8	9	10	11	12
95	8	103	33	2	35
40	4	44	11	1	12
.....	.....	.....	.....	.....	.....
37	.....	37	19	.....	19
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
335	7	342	162	1	163
21	.....	21	12	.....	12
.....	.....	.....	.....	.....	.....
62	.....	62	31	.....	31
98	.....	98	44	.....	44
.....	.....	.....	.....	.....	.....
975	.....	975	731	.....	731
1,413	109	1,522	660	30	690
203	.....	203	145	.....	145
7,296	.....	7,296	5,164	.....	5,164
344	1	345	277	.....	277
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
37	.....	37	5	.....	5
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
7	.....	7	2	.....	2
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

a recognised institution.

BOMBAY

BRITISH DISTRICTS—

IX.—Scholars by Classes

Class	Primary					Middle			
Ages	*I	II	III	IV	V	VI	VII	VIII	IX
Below 5 ...	15,466	446	18	2	...	...	...	...	...
5 to 6 ...	70,146	10,191	772	7	...	2	...	...	...
6 to 7 ...	83,819	29,412	7,933	730	14	...	...	...	...
7 to 8 ...	75,650	37,906	22,100	7,607	410	12	...	...	...
8 to 9 ...	51,236	36,298	30,412	16,851	4,221	274	8	...	...
9 to 10 ...	30,087	29,149	31,867	22,732	13,898	2,280	168	8	...
10 to 11 ...	14,457	20,593	25,009	25,166	18,869	7,239	1,550	163	4
11 to 12 ...	6,923	11,120	17,465	21,179	20,812	11,610	4,885	996	122
12 to 13 ...	3,445	5,270	9,819	13,853	17,586	13,429	7,861	2,835	505
13 to 14 ...	1,363	2,491	4,288	8,091	12,482	10,615	8,547	5,371	1,584
14 to 15 ...	644	1,103	2,009	3,695	7,317	7,241	6,753	5,913	2,356
15 to 16 ...	204	892	894	1,848	3,644	4,299	4,615	5,550	2,544
16 to 17 ...	138	148	316	755	1,659	2,124	2,825	3,917	2,133
17 to 18 ...	106	93	137	310	569	996	1,426	2,531	1,482
18 to 19 ...	101	69	49	113	191	423	632	1,375	769
19 to 20 ...	159	75	52	54	118	167	276	707	426
Over 20 ...	255	88	63	106	89	98	184	396	247
Total ...	354,199	184,784	153,203	123,099	101,879	60,809	39,730	29,762	12,122
Withdrawals ...	93,149	35,397	26,602	22,336	29,767	20,024	11,131	11,428	3,492
Admissions ...	179,990	28,643	21,930	18,867	25,624	28,839	11,146	8,083	3,598

* Class I represents

PRESIDENCY

1926-27

and Ages

High			Total	Intermediate. Degree. Post Graduate.							Total	Grand Total
X	XI	XII		1st year	2nd year	3rd year	4th year	5th year	6th year	7th year		
...	...	...	15,932	...	...	...	...	...	...	...	...	15,932
...	...	...	81,118	...	...	...	...	...	...	...	...	81,118
...	...	...	121,908	...	...	...	...	...	...	...	...	121,908
...	...	...	143,685	...	...	...	...	...	...	...	...	143,685
...	...	...	139,300	...	...	...	...	...	...	...	...	139,300
...	...	...	130,189	...	...	...	...	...	...	...	...	130,189
1	...	...	113,051	...	...	...	...	...	...	...	...	113,051
10	...	...	95,122	...	...	...	...	...	...	...	...	95,122
79	3	...	74,685	...	...	...	...	...	...	...	...	74,685
332	36	4	55,094	...	...	...	...	...	...	...	...	55,094
1,119	357	81	38,588	6	...	...	...	...	...	...	6	38,594
1,985	957	442	27,374	53	9	...	...	...	...	...	62	27,436
2,229	1,729	1,004	18,977	170	21	...	...	...	...	...	191	19,168
1,630	1,694	1,704	12,678	497	170	39	...	...	...	...	696	13,374
1,104	1,376	1,759	7,961	565	405	104	11	...	1	...	1,086	9,047
557	847	1,395	4,833	548	813	252	114	...	1	...	1,728	6,561
410	793	1,796	4,525	620	913	578	961	...	155	31	3,258	7,783
9,456	7,792	8,185	1,085,020	2,449	2,331	973	1,086	...	157	31	7,027	1,092,047
2,822	2,170	4,655	262,973	174	235	76	35	...	22	2	544	263,517
2,284	1,935	4,004	329,943	597	309	140	87	...	69	1	1,203	33,114

Infant Class.

BOMBAY: PRINTED AT THE GOVERNMENT CENTRAL PRESS.

Administration Report.

Quinquennial Report on public instruction in the Bombay Presidency for the years 1922-27.

GOVERNMENT OF BOMBAY.

EDUCATIONAL DEPARTMENT.

Resolution no. P. 36.

Bombay Castle, 7th June 1929.

RESOLUTION OF GOVERNMENT.

As remarked by the Director of Public Instruction, the most notable events of the Quinquennium under review were the passing of the Primary Education Act in 1923, and the appointment of a Committee in March 1924 to examine the position of the University of Bombay in all its aspects. As a result of the passing of the Primary Education Act far-reaching administrative changes have been introduced the effects of which it is as yet too early to estimate finally. The main constitutional recommendations of the University Reforms Committee have been embodied in the Act which was passed in the March Session of the Legislative Council in 1928. Owing to certain amendments which were found necessary some delay took place in bringing the provisions of the Act into force, and it is impossible yet to estimate what will be the results of the radical changes which are being introduced in the Senate and other University Bodies under its provisions.

2. The working of the Primary Education Act has from the first been hampered by the lack of funds available with Government to meet the financial responsibility imposed upon them in introducing compulsory primary education, by the District Local Boards of four districts in Gujarat having abstained from taking over control and the growth of the spirit of communalism which has marked the post-Reforms years. Under the Act, provided funds are available, Government are bound to bear two-thirds of the entire expenditure involved in the introduction of a scheme of compulsory primary education in District Local Board areas, and one-half of the cost of similar schemes in Municipal areas. For reasons which they could not foresee at the time of the passing of the Act, it has been impossible for Government to meet this responsibility fully, with the result that several schemes have remained in abeyance. The Local Authorities in the district areas have for the most part sent up schemes for expansion on a voluntary basis, some of which it has been possible for Government to sanction, and considerable advance

has been made in certain districts, notably in Satara. Government fully realize the disappointment which must be felt in those districts where the people have increased the local taxation to meet their share of the extra cost of schemes of expansion only to find that Government are unable to accept their share of the burden. This disappointment has led one or two Local Authorities, which were the first to enhance the local taxation, to threaten to cancel the increased taxation and to suggest that the control of primary education within their jurisdiction should be taken back by Government. Government are advised that under the Act they have no power to take back the control of Primary Education once it has been handed over even if they desired to do so. Further the result of the cancellation of the increased taxation would involve the closure of a large number of primary schools which have been opened since the passing of the Act, a result which Government cannot believe the cesspayers would appreciate, or the members of the Local Authorities themselves would regard with equanimity. Government trust, therefore, that so long as their present difficult financial situation continues, the Local Authorities which have accumulated funds from the enhanced taxation introduced by them will continue to open as many schools as they can afford to open relying on the assurance that, when funds permit, Government will not fail to accept their share of the extra expenditure. The amendment of the Primary Education Act so as to make its terms more consonant with present day conditions has been under the consideration of Government for some time, and it is hoped that it will be possible to come to some definite conclusions on the subject in the near future. Whether this amendment should involve the scrapping of the sections of the Act dealing with the introduction of compulsion is a matter which requires very serious consideration indeed, but is one which has to be faced when Government find themselves in the position of not being able to meet the financial burden imposed on them by these sections.

The refusal of the four Gujarat District Local Boards has had certain unfortunate results which perhaps are not generally realized by the public. These Boards have taken up the position that as the Educational Department is still in control of primary education in their districts, Government are liable for the full cost of any new schools which may be opened. This is obviously unfair to all the other districts in the Presidency which have accepted control under the Act according to the provisions of which Government are liable for two-thirds of the expenditure involved in schemes of expansion undertaken after the control was transferred to them and the Local Authorities have to provide one-third of it. Government have, therefore, resolutely refused to accept any more than the two-thirds liability in the case of the Gujarat districts also with the result that for the past four years there has been practically no expansion of primary education in these districts. This position has arisen as a result of the attitude of the four Boards, and will continue so long as they abstain from carrying out the provisions of the law,

Government note that the District Local Board, Surat, has recently reconsidered the matter and agreed to assume control of primary education in the Surat District. They trust that in the interests of the school-going children who are affected by the present deadlock, the remaining three Boards will follow the example of Surat and voluntarily bring to an end a position in which Government cannot acquiesce indefinitely.

The effects of communal feeling on the Local Boards and School Boards have been seen recently in the Nasik and Sholapur districts. It is to be feared that in other districts also a similar state of things prevails and enquiries have already been held or are being held into their administration. With the transfer of control, Government were prepared for a certain loss of efficiency at the outset before the Boards gained experience. They were not, however, prepared for the results which have followed from the growth of the spirit of communalism especially in regard to appointments to responsible posts. Government trust that the leaders of the Intermediate and Backward Classes will realise before it is too late to take advantage of their voting strength to force into responsible positions men who have neither the experience nor the qualifications for them must have consequences which are bound to recoil on their communities themselves and so far from promoting their progress must retard it.

3. The large increase in the number of students attending the Colleges and Secondary Schools is an indication of the increasing demand for a knowledge of the English language. Parents and students realize that without such knowledge entrance into Government service and the higher professions is impossible. The increase in the number of students attending these institutions—while intrinsically satisfactory as marking a growing demand for higher education among all classes—has led to certain results which call for the very careful consideration both of the educationists and public men of the Presidency. There is an almost universal complaint from the examiners in the school-leaving and other University examinations, and from Heads of Government and Commercial Offices that the products of the Collegiate and Secondary institutions are not up to the standard previously maintained. The increase in the numbers of students, among whom are now found a larger percentage of backward class youths than was formerly the case, who start with the initial disadvantage of having had no opportunities of acquiring English in their early days, has imposed a burden on the Managers and teachers of these institutions which they are not yet able to discharge, with the result that there has been a lowering in the standard of the education imparted in them. Owing to financial stringency, Government have been unable for several years to increase their expenditure on their own Colleges and High Schools, or to give larger grants-in-aid to the Aided Institutions. On the whole, the standard of education in the Government institutions has been maintained, but in most of the Aided insti-

tutions, owing to their inability to pay adequate salaries to their teachers, there has been a falling off. The remedies for this state of things are (1) to raise the standard in the School-leaving examination, thus eliminating all those who can never hope to be even moderately successful in the Colleges and (2) to increase the fees and thus raise the funds which are essential if better qualified and more numerous teachers are to be obtained. It is for the University of Bombay to consider the steps to be taken to raise the standard of the School-leaving examination. In order to give the lead to the Aided institutions, Government proposed recently to raise the fees in their Colleges and High Schools, but owing to an adverse vote in the course of the discussion of last year's budget which was repeated in the discussion on the budget for the current year, this proposal was turned down. Meantime certain Aided Colleges in Poona realising the remedy have increased their fees without waiting for Government to adopt this measure. While it is the policy of Government to extend or assist in the extension of Secondary and Collegiate Education, so far as their resources permit, it is no part of their purpose to pursue this object at the expense of the quality of the education afforded. They are clearly of opinion that it is of the first importance to maintain and possibly, as conditions improve, to raise standards rather than to lower them; and it is to those institutions that conform to this policy that their assistance will most readily be given.

4. Government note with satisfaction the successful working of the Secondary Training College at Bombay under the guidance of its present Principal. The fact that applications for admission far exceed the capacity of the College is evidence of the value of the work that is being done.

5. During the latter part of the quinquennium, Government have been obliged owing to financial stringency to review their policy in connection with the training of Primary School teachers, with the result that there has been some restriction in the output from the Training Schools. Government regret that this step should have been necessary; but for the present the supply of trained teachers is in excess of the standard which has been laid down, and it is not anticipated that any untoward consequences will attend the temporary intermission of the supply. Undoubtedly the aim should be to have trained teachers in all classes of the primary schools, but the time when this aim can be attained must depend on the financial position of Government and the Local Bodies, as the trained teacher naturally expects a higher rate of pay especially when he has undergone the training at his own expense.

6. Although there has undoubtedly been a considerable awakening especially among the more Advanced Classes in regard to the education of girls, still, as stated by the Director of Public Instruction, "the advance as evidenced by numerical results is painfully slow". He goes on to show that the majority of the girls attending the primary schools never get beyond the infant classes and only

3·1 per cent. of the total number of girls (198,604) attending recognized educational institutions have advanced beyond the 4th Vernacular Standard, the passing of which is generally regarded as the test of literacy. Again it is only at a few large centres such as Bombay, Karachi, Hyderabad, Poona, Ahmedabad and Surat that " serious attempts are made by anything more than a small proportion of the people to give their daughters secondary education, while, generally speaking, it is confined to the Advanced classes and to the more socially advanced members of the so-called backward communities ". Government must regretfully agree with the Director of Public Instruction in his estimate of the position in regard to the education of girls. It is for the social reformers more than anyone else to endeavour to create a change of outlook on this question among the various Hindu communities and the Muhammadans.

7. The most promising signs of the education of Europeans and Anglo-Indians at the present time are the attempts to amalgamate various schools with a view to securing greater economy and improved efficiency, the appointment of better qualified teachers and the more modern methods of teaching employed. The policy of concentration recommended in the review of the last quinquennial report was followed during the quinquennium under review; the Scottish Education Society Schools were amalgamated with the Cathedral and John Connon High Schools, and the Scottish Education Society's High School was reduced to the status of a primary school. The Bombay Education Society which had been amalgamated with the old Indo-British Institution removed its boarding schools to Deolali where they have good buildings, are well staffed and adequately equipped. There is at present in Bombay a mixed day school to satisfy local wants.

8. It must be regretfully recognised that the Muhammadan Community, which once shared with the Brahmins, the distinction of being leaders of literacy and culture in Western India, have failed to maintain their ancient position. The statistics furnished in the Report show the literacy figure for Muhammadans in the Presidency proper to be 10·2 as against 16·8 for the advanced classes of Hindus. But the net position is still more unsatisfactory when Sind is taken into account, where the literacy figure for Muhammadans is 2·4 as against 12·4 for advanced Hindus. Out of 91,468 Muhammadan pupils in primary schools only 6,336 are in the Upper primary standard. It cannot be denied that a large number of Muslim boys leave school with only a smattering of reading and writing and soon lapse into illiteracy. While 18 per cent. of the Brahmin boys are in the Upper Primary stage, the corresponding percentage for Muhammadans is only 7 per cent. In the higher stages the percentage dwindles further and the number of Muhammadans per cent. proceeding from Secondary to Higher Education is 6 as against 16 for Brahmins. These figures indicate the unsatisfactory condition of all grades of education among the Muhammadan Com-

munity and the need for concentrating attention on means of improving it. Owing to the absence of institutions with special arrangements for purdah and the dearth of qualified and trained mistresses, the progress of education among Muhammadan girls is still disappointing and in this respect the Muhammadans are lamentably behind the other communities.

In Sind, the Muhammadans are still far behind those in the Presidency, both in regard to the numbers of pupils attending school and to literacy. This is not satisfactory, and Government observe that efforts are being made by the leaders of the community in Sind to effect an improvement in the near future and note that the steps being taken by the Department to raise the Mulla schools to the standard of the District Local Board schools show signs of meeting with success. If this aim is attained, it should go a long way in solving the problem of giving adequate facilities for primary education to the poorer members of the community in Sind.

9. During the quinquennium under review, there has been marked progress in education among the Intermediate and Backward Hindu Communities—especially in the Deccan and Karnatic districts. This progress has been due to the desire for social and religious emancipation which has itself been partly the cause and partly the outcome of the advance in education. By introducing a liberal system of scholarships for the benefit of these communities, Government have assisted them in their advancement in education. Efforts have also been made by the establishment of Central Schools in which youths are collected at central places and prepared, with the aid of a stipend, for the Vernacular Final Examination, to train promising members of the Aboriginal and Hill Tribes as teachers in schools attended by children of these tribes, and thus to spread primary education among them. It is satisfactory to find that the results of these efforts are on the whole encouraging.

Conditions in Sind in regard to the problem of spreading education among the Intermediate and Backward Hindus differ entirely from those of the Presidency proper, as their numbers form a far lower percentage of the total population than they do in the Presidency. A system of scholarships for these communities in Sind, which has been introduced by Government, appears to be having the same good results as followed from the adoption of a similar system of scholarships in the Presidency.

10. The numbers in the three Reformatory Schools have remained practically constant with the exception of the Willingdon Boys' Home which shows a considerable increase as it accepts homeless boys sent by the Police and conditionally released juvenile offenders from Jail.

The most promising feature of the quinquennium has been the after-care work undertaken by the Superintendents of the Schools. It has been for long recognised that the after-care of the boys is of the greatest importance.

The Superintendents have done a great deal to keep in touch with boys and the Sheppard After-Care Auxiliary Home has been doing excellent work since 1923.

It has been found difficult to obtain suitable employment for the boys on discharge owing to the paucity of public-spirited people who are willing to come forward and either give the boys employment or find employment for and keep in touch with them by frequent visits.

It is, however, very gratifying to know that many boys have made good and have on suitable occasions visited the School where they have received their training.

Government have under consideration a proposal to establish After-Care Societies in each district which, it is hoped, will enable the authorities to keep an accurate history of the after careers of all boys who have been in Reformatory Schools.

11. Since the introduction of the Reforms, the administration of the Education Department has been faced with many difficulties. Apart from the financial difficulties of Government which have blocked many promising schemes for advance, the Department has had to carry out the transfer of control of primary education to the Local Authorities, the reorganisation of its own services, and to tackle many new problems which have been the inevitable outcome of a period of change. Government consider that the efforts made by the Director of Public Instruction and his officers generally to meet the difficulties and problems, which have arisen, under conditions which at times must have been difficult, have been most creditable, and desire to place on record their appreciation of the good work done by them.

By order of the Government of Bombay,

R. B. EWBANK,
Officiating Secretary to Government.

G. R. no. P. 36, E. D., dated the 7th June 1929.

To

The Commissioner in Sind,
The Commissioner, Northern Division,
The Commissioner, Central Division,
The Commissioner, Southern Division,
The Commissioner, Bombay Suburban Division,
The Director of Public Instruction,
The Director, Sir J. J. School of Art, Bombay,
The Surgeon General with the Government of Bombay,
All Collectors, including the Collectors in Sind, the Deputy Commissioner, Upper Sind Frontier and the Collector, Bombay Suburban District,

The Director of Agriculture,
The Director of Industries,
All Political Officers,
The Compiler, General Administration Report,
The Manager, Government Central Press, Bombay,
The Superintendent, Government Printing and Stationery,
The Revenue Department,
The Development Department,
The General Department,
The Home Department,
The Political Department,
The Finance Department (with a copy of the Report),
The Public Works Department,
The Director of Information (with spare copies for the Editors of Newspapers),
The Oriental Translator to Government,
The Secretary, Legislative Council (for the Reading Room for the members of the Legislative Council),
The Under Secretary of State for India.

Supplement to the Quinquennial Report on Public Instruction in Bombay for 1922-27

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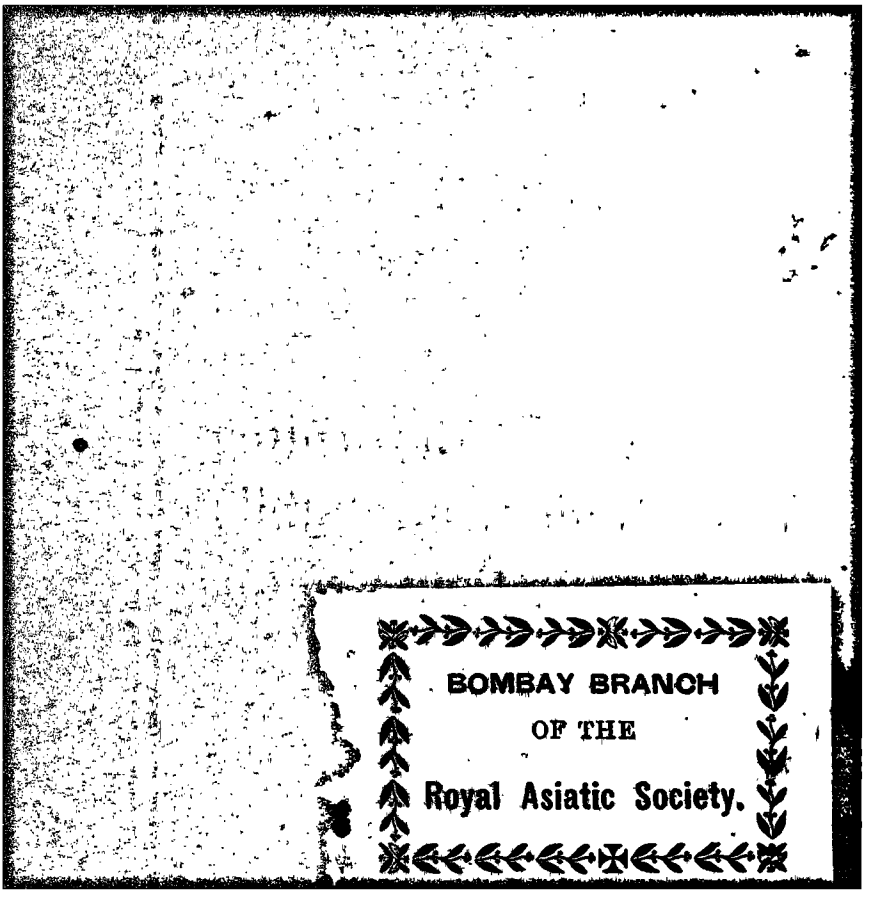
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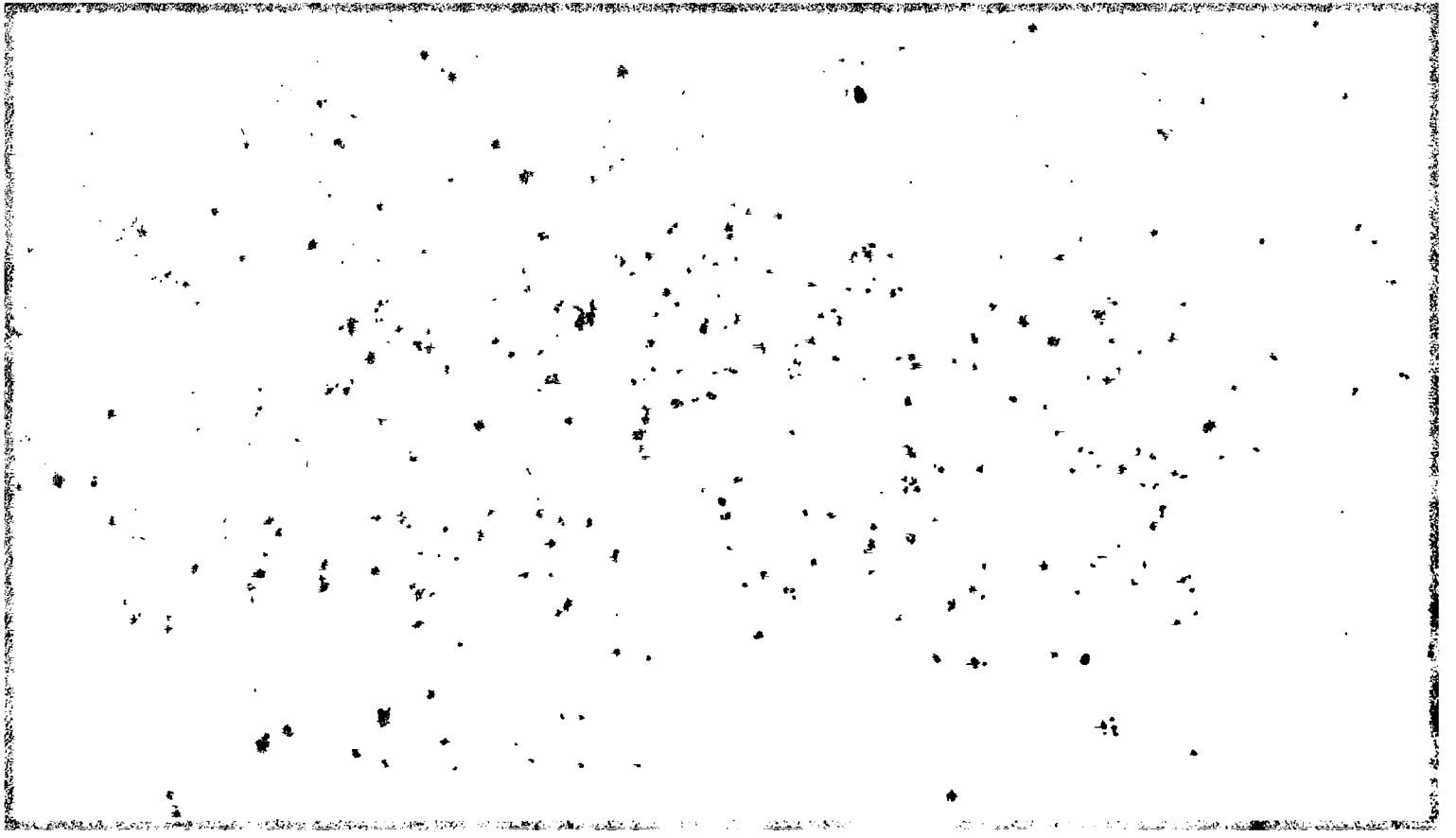

Statement of Recognised and Unrecognised Institutions for Boys and Girls.

Statement showing all kinds of Recognised and Unrecognised
Bombay

Division.	Area in square miles.	Number of towns and inhabited villages.	Estimate of population.	Number of schools.	Number of pupils on rolls on 31st March 1927.	Increases — Schools. Increase.
1	2	3	4	5	6	7
Bombay Division.						
Bombay City Total ...	24	1	1,175,914	648	97,177	5
Bombay Suburban ...	142	100	152,840	96	10,827	8
Thana	3,434	1,532	759,916	388	27,383	2
Kolaba	2,169	1,482	562,942	355	22,741	2
Ratnagiri	3,989	1,305	1,154,244	767	49,866	36
Nasik	5,877	1,667	832,576	580	42,709	8
Total (Mofussil) ...	15,611	6,086	3,462,518	2,181	153,026	56
Central Division.						
Poona	5,357	1,157	1,009,033	923	72,121	12
Satara	4,910	1,342	1,026,259	1,074	72,024	23
Sholapur	4,556	718	742,010	619	43,954	38
Ahmednagar ...	6,610	1,346	731,552	859	45,617	16
East Khandesh ...	4,551	1,478	1,075,837	868	67,678	53
West Khandesh ...	6,401	1,427	641,847	395	30,924	4
Total ...	32,385	7,468	5,226,538	4,738	332,318	146
Northern Division.						
Ahmedabad ...	3,824	871	890,911	591	61,585	7
Kaira	1,596	579	710,982	655	55,602	1
Panch Mahals ...	1,606	668	374,860	245	17,555	17
Broach	1,468	404	307,745	337	25,385	2
Surat	1,651	782	674,351	650	61,041	33
Total ...	10,145	3,304	2,958,849	2,478	221,168	60

Institutions (for boys and girls) in the British Districts of the Presidency.

AND DECREASES OF THE YEAR.							
	Pupils.						
Decrease.	Increase.	Decrease.	Number of schools not yet recognised by the Department and shown in column 1 of the General Summary of Educational Institutions and scholars.	Number of pupils in such schools.	Percentage of total pupils in columns 6 and 12 to population.	Number of villages with schools.	Average number of square miles to each village with a school.
8	9	10	11	12	13	14	15
...	4,411	...	45	3,437	8·5	1	24
...	916	...	.....	...	7·1	27	5·2
...	2,494	...	4	149	3·6	298	11·5
...	841	...	33	840	4·2	312	6·9
...	1,916	...	80	1,747	4·4	472	8·4
...	2,707	...	45	737	5·2	462	12·7
...	8,874	...	162	3,473	4·5	1,571	9·9
...	2,653	...	8	643	7·2	594	9·0
...	9,091	...	6	325	7·0	865	5·6
...	3,341	...	9	54	5·9	382	11·8
...	5,747	...	20	174	6·2	700	9·4
...	10,099	...	7	24	6·3	594	7·6
...	2,753	...	60	984	4·9	296	21·5
...	33,684	...	110	2,204	6·4	3,431	9·4
...	3,050	...	85	4,098	7·4	320	12·1
...	1,139	...	35	1,873	8·0	358	4·4
...	2,101	...	31	1,945	5·2	159	10·1
...	1,355	...	48	2,002	8·9	243	6·0
...	3,272	...	54	2,603	9·4	438	3·7
...	10,917	...	253	12,521	7·9	1,518	6·7

Division.	Area in square miles.	Number of towns and inhabited villages.	Estimate of population.	Number of schools.	Number of pupils on rolls on 31st March 1937.	Increases — Schools. Increase.
1	2	3	4	5	6	7
Southern Division.						
Dharwar	4,606	1,277	1,036,924	882	69,410	12
Belgaum	4,611	1,069	952,996	763	55,184	41
Bijapur	5,707	1,128	796,876	657	40,108	29
Kanara	3,946	1,264	401,727	355	19,440	4
Total ...	18,870	4,738	3,188,523	2,657	184,142	86
Sind.						
Karachi	11,231	793	542,065	437	35,237	47
Hyderabad ...	4,417	862	573,450	340	21,200	16
Nawabshah ...	3,889	731	418,660	222	11,968	...
Thar and Parkar ...	13,636	904	396,331	173	6,412	18
Sukkur	5,612	671	510,292	355	23,968	1
Upper Sind Frontier ...	2,664	410	240,619	154	6,574	...
Larkana	5,057	763	597,960	401	20,903	...
Total ...	46,506	5,134	3,279,377	2,082	126,262	82
Grand Total ...	123,541	26,731	19,291,719	14,784	1,114,093	435

AND DECREASES OF THE YEAR.							
	Pupils.						
Decrease.	Increase.	Decrease.	Number of schools not yet recognised by the Department and shown in column 1 of the General Summary of Educational Institutions and scholars.	Number of pupils in such schools.	Percentage to total pupils in columns 6 and 12 to population.	Number of villages with schools.	Average number of square miles to each village with a school.
8	9	10	11	12	13	14	15
...	3,002	...	14	346	6·7	577	8·0
...	7,952	...	2	62	5·7	579	7·9
...	1,284	...	47	1,072	5·3	529	10·7
...	451	...	2	30	4·7	251	15·8
...	12,689	...	65	1,510	5·7	1,936	9·7
...	2,400	...	44	1,050	6·7	200	56·1
...	1,273	...	90	1,284	3·9	280	15·1
6	217	...	58	1,039	2·9	193	2·0
...	600	...	98	1,288	1·7	137	99·5
...	1,071	...	190	2,587	5·2	431	13·1
10	.....	176	64	820	3·1	199	13·4
6	1,072	...	248	3,408	4·1	347	14·8
22	6,633	176	792	11,476	4·1	1,787	26·6
22	77,208	176	1,427	34,621	6·0	10,244	12·1

The following table gives the number of Boys' Primary Schools

Division.	Managed by Government.				Managed by	
	1925-26.		1926-27.		1925-26.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7
Bombay Division—						
Bombay City	...	...	...	...	...	...
Mofussil	5*	269	6	311	1,508	88,331
Central Division	6	1,592	6	1,608	3,265	177,962
Northern Division	6	611	6	628	1,425	104,718
Southern Division	13	1,654	10	1,122	1,639	99,085
Sind	2	321	1	227	874	41,852
Total ...	32	4,447	29	3,896	8,711	511,948

Division.	Aided by the Department or by District Local or Municipal Board.			
	1925-26.		1926-27.	
	Schools.	Pupils.	Schools.	Pupils.
1	14	15	16	17
Bombay Division—				
Bombay City	96	11,197	101	11,118
Mofussil	218	10,420	226	11,143
Central Division	400	19,730	452	20,802
Northern Division	270	13,347	290	14,399
Southern Division	400	15,575	402	16,495
Sind	705	30,033	722	30,773
Total ...	2,084	100,292	2,193	104,730

and of pupils (for details see subsidiary Tables 4 and 5).

District Local Board.		Managed by Municipal Board.			
1926-27.		1925-26.		1926-27.	
Schools. 8	Pupils. 9	Schools. 10	Pupils. 11	Schools. 12	Pupils. 13
...	...	208	29,031	208	31,920
1,524	92,354	120	19,432	123	21,066
3,383	202,919	234	42,949	248	48,802
1,425	107,637	199	37,261	203	39,050
1,712	107,569	141	24,278	152	26,368
890	43,353	111	16,127	123	17,626
8,934	553,832	1,013	169,078	1,057	184,832

Unaided.				Total.			
1925-26.		1926-27.		1925-26.		1926-27.	
Schools. 18	Pupils. 19	Schools. 20	Pupils. 21	Schools. 22	Pupils. 23	Schools. 24	Pupils. 25
8	857	7	885	312	41,085	316	43,922
5	162	20	869	1,351	118,614	1,899	125,743
51	1,344	32	823	3,956	243,567	4,121	274,954
28	1,585	12	1,162	1,928	157,522	1,936	162,876
18	484	16	454	2,211	141,076	2,292	152,008
...	...	...	...	1,692	88,333	1,736	91,979
110	4,432	87	4,193	11,950	790,197	12,300	851,483

The following table gives the number of Girls' Primary Schools

Division.	Managed by Government.				Managed by	
	1925-26.		1926-27.		1925-26.	
	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
1	2	3	4	5	6	7
Bombay Division—						
Bombay City	...	...	...	...	...	...
Mofussil	...	...	...	...	90	4,354
Central Division	2	304	2	324	193	8,155
Northern Division	1	204	1	233	186	13,367
Southern Division	2	372	1	200	158	8,816
Sind	2	218	1	179	26	1,210
Total ...	7	1,098	5	936	653	35,902

Division.	Aided by the Department or by District Local or Municipal Board.			
	1925-26.		1926-27.	
	Schools.	Pupils.	Schools.	Pupils.
1	14	15	16	17
Bombay Division—				
Bombay City	34	4,325	33	4,438
Mofussil	18	1,322	17	1,379
Central Division	70	5,058	75	5,030
Northern Division	62	5,773	76	6,679
Southern Division	19	943	17	858
Sind	130	8,188	117	8,138
Total ...	333	25,609	335	26,522

and of pupils (for details see subsidiary Tables 4 and 5).

District Local Board.		Managed by Municipal Board.			
1926-27.		1925-26.		1926-27.	
Schools. 8	Pupils. 9	Schools. 10	Pupils. 11	Schools. 12	Pupils. 13
...	...	107	12,779	110	14,037
93	4,688	48	5,633	49	6,127
199	9,743	120	12,381	119	14,239
186	13,689	89	13,609	93	14,711
170	9,692	67	7,955	69	8,680
26	1,325	58	6,638	69	7,540
674	39,137	489	58,995	509	65,334

Unaided.				Total.			
1925-26.		1926-27.		1925-26.		1926-27.	
Schools. 18	Pupils. 19	Schools. 20	Pupils. 21	Schools. 22	Pupils. 23	Schools. 24	Pupils. 25
4	527	4	525	145	17,631	147	19,000
2	124	1	92	158	11,483	160	12,286
3	204	2	193	388	26,102	397	29,529
6	482	5	504	344	33,435	361	35,816
1	30	...	...	247	18,116	257	19,430
...	...	...	...	216	16,254	213	17,182
16	1,367	12	1,314	1,498	122,971	1,535	133,243

Statement showing the receipts and disbursements of the within Local Board Area

Collectorate.	Opening balance on 1st April 1926.	Receipts.			
		Provincial grant.	Cess.	Fees.	Municipal grant.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
Bombay Division—					
Bombay Suburban ...	3,693	42,297	40,932	2,352	...
Thana	3,67,435	2,35,645	39,993	6,426	...
Kolaba	61,177	2,36,576	34,745	8,585	...
Ratnagiri	1,49,202	4,59,461	20,089	14,465	...
Nasik	1,13,993	4,09,909	59,245	13,407	...
Total ...	6,95,500	13,83,888	2,39,004	45,235	...
Central Division—					
Poona	84,903	4,86,778	61,640	14,874	...
Satara	2,26,098	6,34,984	2,56,720	32,295	...
Sholapur	2,02,052	3,04,024	48,055	12,559	...
Ahmednagar	37,578	4,31,027	2,806	4,859	...
East Khandesh ...	1,27,627	6,21,486	75,971	25,192	...
West Khandesh ...	92,396	2,70,023	68,781	4,259	...
Total ...	7,70,654	27,48,322	5,13,973	94,038	...
Northern Division—					
Ahmedabad	1,72,188	4,00,561	43,211	9,589	...
Kaira	75,983	4,91,838	54,099	10,976	...
Panch Mahals ...	40,198	1,90,268	14,297	2,279	...
Broach	58,027	2,56,576	24,347	4,626	...
Surat	64,325	4,61,124	50,874	8,377	...
Total ...	4,10,721	18,00,367	1,86,828	35,847	...

District Local Board schools and schools aided by the Department during the year 1926-27.

Expenditure.					
Miscellaneous.	Total including opening balance.	Expenditure on Government and District Local Board Institutions.	Expenditure on Aided Institutions.	Assignment under section 79.	Total.
	8	9	10	11	12
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
81	89,355	42,777	2,648	.....	45,425
19,539	7,13,088	3,01,864	1,229	.....	3,03,093
741	3,41,824	3,12,493	.....	.....	3,12,493
3,413	6,46,630	4,75,454	10,732	.....	4,86,186
48,890	6,45,444	4,98,462	3,754	.....	5,02,216
72,664	24,36,291	16,31,050	18,363	.....	16,49,413
7,273	6,55,468	5,53,393	12,793	72	5,66,258
1,139	11,51,236	7,09,046	2,921	7,447	7,19,414
9,925	5,76,615	3,90,010	1,162	.....	3,91,172
1,31,293	6,07,563	5,22,505	17,606	950	5,41,061
3,089	8,53,365	8,06,372	900	.....	8,07,272
2,644	4,38,103	4,16,934	2,185	175	4,19,244
1,55,363	42,82,350	33,98,260	37,517	8,644	34,44,421
7,713	6,33,262	5,18,577	.....	1,756	5,20,333
1,503	6,34,399	6,27,796	.....	3,508	6,31,304
1,108	2,48,150	2,30,001	2,699	.....	2,32,700
2,246	3,45,822	3,24,620	429	729	3,25,778
4,535	5,89,235	5,77,900	...	128	5,78,028
17,105	24,50,368	22,78,894	3,128	6,121	22,88,143

Collectorate.	Closing balance on 31st March 1927.	No. of Schools on District Local Board Budget on 31st March 1927.	No. of pupils in District Local Board Schools on 31st March 1927.	Increase or decrease in Local Board Schools during the year.
1	13	14	15	16
	Rs.			
Bombay Division—				
Bombay Suburban ...	43,930	26	2,050	+7
Thana	4,09,945	304	18,068	...
Kolaba	29,331	304	17,097	+3
Ratnagiri	1,60,444	552	34,403	+6
Nasik	1,43,228	441	25,700	+4
Total ...	7,86,878	1,627	97,318	+20
Central Division—				
Poona	89,210	563	31,096	+1
Satara	4,31,822	930	56,470	+35
Sholapur	1,85,443	482	25,813	+31
Ahmednagar ...	66,502	608	31,950	+20
East Khandesh ...	46,093	733	48,293	+51
West Khandesh ...	18,859	309	19,905	+1
Total ...	8,37,929	3,625	213,527	+139
Northern Division—				
Ahmedabad	1,12,929	362	24,760	...
Kaira	3,095	387	33,891	...
Panch Mahals ...	15,450	174	10,098	...
Broach	20,044	262	17,118	...
Surat	11,207	433	35,459	+2
Total ...	1,62,725	1,618	121,326	+2

Increase or decrease in pupils in Local Board Schools during the year.	Schools Aided by the Department within District Local Board Area.				
	No. of schools on 31st March 1927.	No. of pupils in schools on 31st March 1927.	Increase or decrease in schools during the year.	Increase or decrease in pupils in schools during the year.	Grants paid.
17	18	19	20	21	22
					Rs.
+378	12	1,106	-1	-14	9,805
+1,631	14	448	...	-33	2,795
+788	14	594	-3	-60	2,449
+828	137	5,883	+29	+1,180	15,689
+772	20	751	-5	-19	6,337
+4,397	197	8,782	+20	+1,054	37,075
+1,228	97	3,299	+18	+704	12,834
+8,510	40	1,071	+1	+10	5,776
+2,902	14	417	+2	+46	1,027
+5,584	179	4,137	+11	-12	17,831
+7,229	8	384	-4	-191	1,034
+1,449	12	536	+2	+93	2,364
+26,902	350	9,844	+30	+650	40,866
+131	27	1,118	+1	+54	5,705
+323	153	5,794	+7	+312	16,790
+798	15	735	+3	+177	4,080
+1,991	8	251	+5	+178	864
+998	26	1,436	+7	+333	9,912
+4,241	229	9,334	+23	+1,054	37,351

Collectorate.	Opening balance on 1st April 1926.	Receipts.			
		Provincial grant.	Cess.	Fees.	Municipal grant.
1	2	3	4	5	6
	Rs.	Rs.	Rs.	Rs.	Rs.
Southern Division—					
Dharwar	2,23,124	6,86,809	34,728	16,041	...
Belgaum	4,90,706	5,88,620	68,788	177	...
Bijapur	66,169	4,01,858	59,419	13,081	...
Kanara	57,228	2,73,348	6,380	2,694	...
Total ...	8,37,227	18,50,135	1,64,215	31,993	...
Sind—					
Karachi	1,00,671	94,588	38,398	393	1,680
Hyderabad	1,58,290	1,18,649	74,427	632	709
Nawabshah	20,468	1,89,463	34,883	18,050	...
Thar and Parkar ...	1,517	88,604	39,868	1,497	...
Sukkur	31,866	2,23,223	56,831	434	25
Upper Sind Frontier ...	89,291	97,489	50,246	397	...
Larkana	33,133	2,74,180	33,010	1,952	292
Total ...	4,30,161	10,81,146	3,82,048	18,355	2,706
Grand Total ...	31,44,263	33,63,358	14,86,068	2,25,468	2,706

		Expenditure.			
Miscellaneous.	Total including opening balance.	Expenditure on Government and District Local Board Institutions.	Expenditure on Aided Institutions.	Assignment under section 79.	Total.
7	8	9	10	11	12
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
20,190	9,30,392	6,93,356	13,912	.....	7,07,268
8,008	10,96,249	5,78,978	5,000	84	5,84,062
567	5,41,094	4,62,332	12,593	1,245	4,76,170
8,084	3,52,684	2,93,327	2,129	.....	2,95,456
36,849	29,20,419	20,27,993	33,634	1,329	20,62,956
2,686	2,88,306	1,35,572	8,115	4,586	1,48,273
10,253	3,52,890	1,61,632	17,845	4,149	1,83,626
2,621	2,60,430	2,49,537	4,158	.....	2,53,695
17	1,31,498	1,31,300	...	.....	1,31,300
1,165	3,13,044	2,58,519	12,500	427	2,71,446
514	2,37,937	1,46,925	1,758	.....	1,48,683
1,940	3,99,507	3,70,518	9,684	.....	3,80,202
19,196	19,33,612	14,54,003	54,060	9,162	15,17,225
3,01,177	1,40,23,540	1,07,90,200	1,46,702	25,256	1,09,62,158

Collectorate.	Closing balance on 31st March 1927.	No. of Schools on District Local Board Budget on 31st March 1927.	No. of pupils in District Local Board Schools on 31st March 1927.	Increase or decrease in Local Board Schools during the year.
1	13	14	15	16
	Rs.			
Southern Division—				
Dharwar	2,23,124	560	39,617	+4
Belgaum	5,12,187	640	40,725	+81
Bijapur	64,924	414	24,473	...
Kanara	57,228	272	12,446	...
Total ...	8,57,463	1,886	1,17,261	+85
Sind—				
Karachi	90,033	107	4,548	+15
Hyderabad	1,69,264	126	5,063	+2
Nawabshah	6,735	124	7,234	...
Thar and Parkar ...	198	95	3,768	+1
Sukkur	41,598	161	8,806	...
Upper Sind Frontier ...	89,254	84	3,898	...
Larkana	19,305	230	11,842	...
Total ...	4,16,387	927	45,159	+18
Grand Total ...	30,61,382	9,683	5,94,591	+264

Increase or decrease in pupils in Local Board Schools during the year.	Schools Aided by the Department within District Local Board Area.				
	No. of Schools on 31st March 1927.	No. of pupils in Schools on 31st March 1927.	Increase or decrease in schools during the year.	Increase or decrease in pupils in schools during the year.	Grants paid.
17	18	19	20	21	22
Rs.					
+1,657	154	5,585	+13	+630	13,912
+7,568	38	931	-41	-906	5,000
-7,401	135	4,372	+24	+733	12,593
+175	29	905	+7	+224	2,129
+9,360	356	11,793	+3	+381	33,634
+336	102	2,722	+4	-56	15,439
+108	117	3,793	+9	+740	20,179
+412	89	3,435	-5	+40	29,632
+65	71	1,919	+19	+499	9,446
+292	106	3,332	-3	-116	20,289
+15	60	1,706	-10	-203	8,710
+397	142	5,252	-10	-75	30,132
+1,625	687	22,159	+4	+829	1,33,827
+46,525	1,819	61,912	+80	+3,968	2,82,753

Statement showing Primary Schools within

Towns.	Schools maintained by the Municipality					
	Number of schools.	Number of pupils.	Receipts.			
			Fees.	Local Fund grants under sections 45 and 47.	Miscellaneous.	Municipal Funds.
1	2	3	4	5	6	7
BOMBAY DIVISION.			Rs.	Rs.	Rs.	Rs.
Bombay Suburban.						
Ghatkoper—						
Boys	1	93	...	102	....	719
Girls	...	...	...	...	...	...
Bandra—						
Boys	12	1,409	...	...	95	26,501
Girls	6	386	...	592	27	6,399
Kurla—						
Boys	11	1,060	1,124	1,218	...	4,748
Girls	2	200	....	327	...	951
Juhu—						
Boys	1	47	23	...	...	...
Girls	...	...	...	...	...	...
Total ... Boys ...	25	2,609	1,147	1,320	95	31,968
Total ... Girls ...	8	586	...	919	27	7,350
Total ...	33	3,195	1,147	2,239	122	39,318
Thana.						
Bassein—						
Boys	5	864	575	...	...	3,843
Girls	1	164	...	...	...	598
Bhiwandi—						
Boys	6	805	...	...	...	3,116
Girls	3	242	...	...	...	1,794
Kalyan—						
Boys	5	974	...	...	...	2,688
Girls	2	322	...	...	...	1,198
Thana—						
Boys	8	1,376	...	118	306	14,815
Girls	3	511	...	44	225	5,416
Total ... Boys ...	24	4,019	575	118	306	24,462
Total ... Girls ...	9	1,239	...	44	225	9,006
Total ...	33	5,258	575	162	531	33,468
Kolaba.						
Alibag—						
Boys	1	449	612	531	...	4,905
Girls	1	153	...	195	...	1,684
Mahad—						
Boys	3	603	556	689	...	5,767
Girls	2	125	...	142	...	1,129
Matheran—						
Boys	1	198	...	827	...	3,528
Girls	...	...	...	...	...	...

Municipal limits on 31st March 1927.

on the Government grants.			Non-Municipal Schools.					
			Aided schools.				Recognised schools.	
Fixed Provincial grant.	Total.	Expenditure on schools.	Number of schools.	Number of pupils.	Provincial grant.	Municipal grant.	Number of Schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
1,393	2,219	2,219	1	280	1,050	...	...	...
...	...	...	...	...	...	...	...	...
23,246	49,842	49,842	10	975	2,077	5,713	...	...
7,220	14,238	14,238	...	...	...	...	...	...
17,996	25,086	25,086	2	152	1,060	...	...	...
3,140	4,418	4,418	...	...	...	...	...	...
552	575	575	1	32	375	...	...	...
...	...	...	...	...	...	...	...	...
43,192	77,722	77,722	14	1,439	4,562	5,713	...	...
10,360	18,656	18,656	...	...	...	...	...	...
53,552	96,378	96,378	14	1,439	4,562	5,713	...	...
9,236	13,654	13,654	...	...	...	...	...	...
1,352	1,950	1,950	...	...	...	...	...	...
7,366	10,482	10,482	1	75	153	...	...	...
3,446	5,240	5,240	...	...	...	...	...	...
12,762	15,450	15,450	4	320	894	...	...	...
4,812	6,010	6,010	...	...	...	...	...	...
16,490	31,729	31,729	1	44	97	111	...	...
6,176	11,861	11,861	1	107	343	1,027	...	...
45,854	71,315	71,315	6	439	1,144	111	...	...
15,786	25,061	25,061	1	107	343	1,027	...	...
61,640	96,376	96,376	7	546	1,487	1,138	...	...
2,660	8,708	8,708	...	...	...	...	...	...
1,085	2,964	2,964	1	57	600	...	...	...
3,568	10,580	10,580	...	...	...	...	...	...
783	2,054	2,054	...	...	...	...	...	...
1,814	6,164	6,164	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...

Towns.	Schools maintained by the Municipality					
			Receipts.			
	Number of schools.	Number of pupils.	Fees.	Local Fund grants under sections 45 and 47.	Miscellaneous.	Municipal Funds.
1	2	3	4	5	6	7
BOMBAY DIVISION—*contd.*			Rs.	Rs.	Rs.	Rs.
***Kolaba*—contd.**						
Panwel—						
Boys	4	560	...	706	...	5,879
Girls	1	114	...	176	...	1,041
Pen—						
Boys	2	326	352	684	...	6,193
Girls	1	136	...	137	...	1,248
Roha—						
Boys	3	402	410	528	...	3,568
Girls	1	82	...	110	...	730
Uran—						
Boys	2	219	246	125	21	2,052
Girls	1	65	...	55	...	650
Total ... { Boys ...	16	2,757	2,176	4,090	21	31,887
{ Girls ...	7	675	...	815	..	6,482
Total ...	23	3,432	2,176	4,905	21	38,369
***Ratnagiri*.**						
Chiplūn—						
Boys	5	724	914	...	...	3,914
Girls	1	127	...	...	...	834
Malwan—						
Boys	6	1,019	977	1,135	...	5,166
Girls	4	345	...	...	...	2,085
Rajapur—						
Boys	3	535	443	1,697	...	1,940
Girls	1	189	...	...	...	957
Ratnagiri—						
Boys	7	973	1,369	6,654	...	1,015
Girls	1	247	...	...	...	1,788
Vengurla—						
Boys	5	872	226	...	17	7,754
Girls	2	321	...	...	59	2,116
Total ... { Boys ...	26	4,123	3,929	9,486	17	19,789
{ Girls ...	9	1,229	...	...	59	7,780
Total ...	35	5,352	3,929	9,486	76	27,569
***Nasik*.**						
Igatpuri—						
Boys	3	453	371	...	...	2,521
Girls	2	126	...	...	...	...
Malegaon—						
Boys	8	1,570	769	399	84	15,439
Girls	3	493	...	108	760	3,530
Manmad—						
Boys	3	448	334	...	...	2,402
Girls	2	114	...	...	...	96

on the Government grants.			Non-Municipal Schools.					
			Aided schools.				Recognised schools.	
Fixed Provincial grant.	Total.	Expenditure on schools.	Number of schools.	Number of pupils.	Provincial grant.	Municipal grant.	Number of schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
4,267	10,852	10,852	...	...	...	...	...	...
998	2,215	2,215	...	...	...	...	...	...
3,506	10,735	10,735	...	...	...	...	...	...
706	2,091	2,091	...	...	...	...	...	...
2,869	7,375	7,375	2	117	426	150	...	...
590	1,430	1,430	...	...	...	...	...	...
1,324	3,768	3,768	1	219	500	...	...	...
551	1,256	1,256	...	...	...	...	...	...
20,008	58,182	58,182	3	336	926	150	...	...
4,713	12,010	12,010	1	57	600	...	...	...
24,721	70,192	70,192	4	393	1,526	150	...	...
6,439	11,267	11,267	...	...	...	..	...	...
1,389	2,223	2,223	1	27	32	4	...	...
6,712	13,990	13,990	7	334	1,008	383	...	...
3,477	5,562	5,562	...	...	...	...	...	...
5,357	9,437	9,437	1	44	96	16	...	...
1,593	2,550	2,550	...	...	...	...	...	...
7,539	16,577	16,577	1	71	136	84	1	44
2,977	4,765	4,765	...	...	...	...		...
6,214	14,211	14,211	2	65	754	...	...	...
1,924	4,099	4,099	...	...	...	...	...	...
32,261	65,482	65,482	11	514	1,994	483	1	44
11,360	19,199	19,199	1	27	32	4	...	...
43,621	84,681	84,681	12	541	2,026	487	1	44
5,096	7,988	7,988	1	7	157	...	...	...
1,642	1,642	1,642	...	...	...	...	...	...
13,185	29,876	29,876	1	80	130	...	...	...
3,757	8,155	8,155	...	...	...	...	...	...
3,580	6,316	6,316	...	...	...	...	...	...
1,348	1,444	1,444	2	175	1,233	...	...	...

Towns.	Schools maintained by the Municipality					
	Number of schools.	Number of pupils.	Receipts			
			Fees.	Local Fund grants under sections 45 and 47.	Miscellaneous.	Municipal Funds.
1	2	3	4	5	6	7
BOMBAY DIVISION—*concld.*			Rs.	Rs.	Rs.	Rs.
Nasik—concld.						
Nandgaon—						
Boys	3	544	353	...	...	2,201
Girls	2	124	...	....	...	...
Nasik—						
Boys	7	2,953	2,728	342	7,208	14,101
Girls	4	953	....	110	2,019	7,221
Sinnar—						
Boys	2	314	283	...	...	2,239
Girls	1	63	...	...	...	...
Trimbak—						
Boys	1	307	208	..	...	718
Girls	...	...	...	...	...	...
Yeola—						
Boys	5	969	...	...	3	4,644
Girls	2	525	...	...	...	742
Total ... { Boys ...	32	7,558	5,046	741	7,295	44,265
Total ... { Girls ...	16	2,398	...	218	2,779	11,589
Total ...	48	9,956	5,046	959	10,074	55,854
Total, Bombay Division—						
Boys	123	21,066	12,873	15,755	7,734	1,52,371
Girls	49	6,127	...	1,996	3,090	42,207
Total ...	172	27,193	12,873	17,751	10,824	1,94,578
CENTRAL DIVISION.						
Poona.						
Alandi—						
Boys	1	150	...	...	...	1,372
Girls	1	43	...	...	...	455
Baramati—						
Boys	5	939	1,174	...	978	10,031
Girls	1	214	...	...	...	1,493
Indapur—						
Boys	1	342	369	...	...	2,314
Girls	1	73	...	...	...	418
Jejuri—						
Boys	1	223	222	...	...	2,031
Girls	1	57	...	...	...	466
Junnar—						
Boys	2	422	388	...	...	1,345
Girls	2	173	...	...	...	177
Lonavla—						
Boys	7	501	8	...	...	3,644
Girls	2	120	...	...	...	1,218

on the Government grants.		Non-Municipal Schools.						
			Aided schools.				Recognised schools.	
Fixed Provincial grant.	Total	Expenditure on schools.	Number of schools.	Number of pupils.	Provincial grant.	Municipal grant.	Number of schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
5,370	7,924	7,924	1	37	166	...	...	...
1,841	1,841	1,841	...	...	...	...	...	...
19,084	44,363	44,363	...	...	743	...	...	...
8,264	17,614	17,614	2	219	...	358	...	...
3,303	5,825	5,825	1	245	1,531	...	...	...
773	773	773	1	57	378	...	...	...
3,711	4,637	4,637	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
11,240	15,887	15,887	...	...	...	...	...	...
6,315	7,057	7,057	...	...	...	...	...	...
65,469	1,22,816	1,22,816	4	369	2,727	...	...	...
23,940	38,526	38,526	5	442	1,611	358	...	...
89,409	1,61,342	1,61,342	9	811	4,338	358	...	...
2,06,784	3,95,517	3,95,517	38	3,097	11,403	6,457	1	44
66,159	1,13,452	1,13,452	8	663	2,586	1,389	...	...
2,72,943	5,08,969	5,08,969	46	3,740	13,989	7,846	1	44
1,252	2,624	2,624	...	...	...	...	...	...
418	873	873	...	...	...	...	...	...
8,126	20,309	20,309	...	...	...	...	...	...
1,023	2,576	2,576	...	...	...	...	...	...
3,246	5,929	5,929	1	32	63	...	...	...
464	882	882	...	...	...	...	...	...
2,558	4,811	4,811	...	...	...	...	...	...
512	978	978	...	...	...	...	...	...
4,472	6,205	6,205	5	277	1,149	...	...	...
1,278	1,455	1,455	1	56	240	...	...	...
5,777	9,429	9,429	1	46	400	...	...	...
1,925	3,143	3,143	...	...	...	...	...	...

Towns.	Schools maintained by the Municipality					
	Number of schools.	Number of pupils.	Receipts.			
			Fees.	Fund under sections 45 and 47.	Miscellaneous.	Municipal Funds.
1	2	3	4	5	6	7
CENTRAL DIVISION—*contd.*			Rs.	Rs.	Rs.	Rs.
Poona—concld.						
Poona City—						
Boys	26	4,751	3,713	...	160	46,276
Girls	17	3,000	...	...	97	30,035
Poona Suburban—						
Boys	3	403	...	...	...	4,818
Girls	2	115	...	...	...	1,439
Saswad—						
Boys	1	394	508	...	...	2,641
Girls	1	109	...	...	...	412
Sirur—						
Boys	1	284	301	...	5	1,584
Girls	1	54	...	...	...	248
Talegaon Dabhade—						
Boys	1	157	150	72	...	613
Girls	1	75	...	...	...	345
Kirkee Cantonment—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Poona Cantonment—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Khed	...	...	...	...	...	...
Total, Poona District—						
Boys	49	8,566	6,833	72	1,143	76,669
Girls	30	4,033	...	...	97	36,706
Total ...	79	12,599	6,833	72	1,240	1,13,375
Satara.						
Ashta—						
Boys	4	672	521	2,657	...	...
Girls	2	121	...	343	...	21
Islampur—						
Boys	3	702	191	949	...	1,756
Girls	2	128	...	...	...	545
Karad—						
Boys	4	1,129	1,318	33	...	4,681
Girls	2	491	...	...	...	1,980
Malcolm Peth—						
Boys	1	209	208	290	...	1,495
Girls	1	49	...	...	...	625

on the Government grants.			Non-Municipal Schools.					
			Aided schools.				Recognised schools.	
Fixed Provincial grant.	Total.	Expenditure on schools.	Number of schools.	Number of pupils.	Provincial grant.	Municipal grant.	Number of schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
51,197	1,01,346	1,01,346	30	4,371	37,121	...	2	72
34,131	64,263	64,263	15	1,691	19,842	375	...	...
3,536	8,354	8,354	...	...	...	...	...	...
1,178	2,617	2,617	1	115	1,570	...	...	...
3,480	6,629	6,629	1	79	246	...	...	...
994	1,406	1,406	1	42	144	...	...	...
3,873	5,763	5,763	2	51	420	...	...	...
484	732	732	2	64	868	...	...	...
1,926	2,761	2,761	1	55	130	...	...	...
963	1,308	1,308	...	...	...	...	...	...
2,473	2,473	2,473	3	478	2,079	...	...	...
...	...	...	1	51	522	...	...	...
5,916	5,916	5,916	13	1,354	8,289	...	...	...
...	...	...	6	437	3,351	...	...	...
515	515	515	...	...	...	...	...	...
98,347	1,83,064	1,83,064	57	6,743	49,897	...	2	72
43,370	80,173	80,173	27	2,456	26,637	375	...	...
1,41,717	2,63,237	2,63,237	84	9,199	76,534	375	2	72
8,039	11,217	11,217	...	...	...	...	...	...
893	1,257	1,257	...	...	...	...	...	...
6,642	9,538	9,538	...	...	...	...	...	...
1,107	1,652	1,652	...	...	...	...	...	...
12,076	18,108	18,108	...	...	...	...	...	...
3,307	5,287	5,287	...	...	...	...	...	...
1,652	3,645	3,645	4	144	198	99	...	...
550	1,175	1,175	1	26	48	...	...	...

Towns.	Schools maintained by the Municipality					
			Receipts			
	Number of schools.	Number of pupils.	Fees.	Local Fund grants under sections 45 and 47.	Miscellaneous.	Municipal Fund.
1	2	3	4	5	6	7
CENTRAL DIVISION—*contd.*			Rs.	Rs.	Rs.	Rs.
Satara—contd.						
Mhaswad—						
Boys	2	410	382	...	...	919
Girls	1	100	...	...	...	178
Panchgani—						
Boys	1	122	19	103	...	1,047
Girls	...	...	...	...	...	...
Rahimatpur—						
Boys	3	433	371	718	...	967
Girls	1	59	...	...	...	234
Satara City—						
Boys	7	1,904	1,132	886	...	14,499
Girls	2	450	...	...	...	2,987
Satara Suburban—						
Boys	1	107	60	136	...	225
Girls	...	...	...	...	...	...
Tasgaon—						
Boys	4	746	641	724	...	1,773
Girls	1	211	...	...	...	1,078
Wai—						
Boys	6	843	788	491	...	2,092
Girls	2	207	...	...	...	458
Vita—						
Boys	4	402	737	117	...	621
Girls	1	119	...	...	...	326
Total { Boys ...	40	7,679	6,368	7,104	...	30,075
Total { Girls ...	15	1,935	...	343	...	8,432
Total ...	55	9,614	6,368	7,447	...	38,507
Sholapur.						
Barsi—						
Boys	9	1,427	373	...	173	11,788
Girls	4	607	...	...	...	3,084
Karmala—						
Boys	3	465	488	...	...	1,827
Girls	2	115	...	...	...	368
Pandharpur—						
Boys	9	2,367	5	...	47	19,184
Girls	2	475	...	...	...	3,070

on the Government grants.			Non-Municipal Schools.					
			Aided schools				Recognised schools.	
Fixed Provincial grant.	Total.	Expenditure on schools.	Number of schools.	Number of pupils.	Provincial grant.	Municipal grant.	Number of schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
4,357	5,658	5,658	...	...	...	...	...	...
726	904	904	...	...	...	...	...	...
1,054	2,223	2,223	2	98	238	119	...	...
...	...	...	...	...	...	...	...	...
3,937	5,993	5,993	2	43	118	59	...	...
393	627	627	...	...	...	...	...	...
13,132	29,649	29,649	4	439	4,721	779	...	...
3,752	6,739	6,739	2	98	...	...	...	...
970	1,391	1,391	2	178	1,388	694	...	...
...	...	...	1	45	...	...	...	...
8,254	11,392	11,392	3	157	356	178	...	...
1,650	2,728	2,728	1	62	...	...	...	...
9,278	12,649	12,649	3	212	2,274	1,137	...	...
1,856	2,314	2,314	4	211	...	...	...	...
3,475	4,950	4,950	1	102	904	452	...	...
695	1,021	1,021	1	18	...	...	...	...
72,866	1,16,413	1,16,413	21	1,373	10,245	3,517	...	...
14,929	23,704	23,704	10	460	...	...	...	...
87,795	1,40,117	1,40,117	31	1,833	10,245	3,517	...	...
13,280	25,614	25,614	1	40	93	...	...	...
3,319	6,403	6,403	...	...	...	...	...	...
5,632	7,947	7,947	1	25	24	12	...	...
939	1,307	1,307	...	...	...	...	...	...
16,410	35,646	35,646	6	193	1,551	...	...	...
2,344	5,414	5,414	1	30	...	...	...	...

Towns.	Schools maintained by the Municipality					
	Number of schools.	Number of pupils.	Receipts—			
			Fees.	Local Fund grants under sections 45 and 47.	Miscellaneous.	Municipal Fund.
1	2	3	4	5	6	7
			Rs.	Rs.	Rs.	Rs.
CENTRAL DIVISION—*contd.*						
Sholapur—contd.						
Sangola—						
Boys	1	379	357	...	...	1,505
Girls	1	68	...	...	...	140
Sholapur—						
Boys	24	4,649	14	...	1,164	39,686
Girls	10	1,387	...	...	...	20,431
Total ... Boys ...	46	9,287	1,237	...	1,384	73,990
Girls ...	19	2,652	...	...	...	27,093
Total ...	65	11,939	1,237	...	1,384	1,01,083
Ahmednagar.						
Ahmednagar City—						
Boys	11	2,710	2,549	...	194	29,769
Girls	7	871	...	...	...	5,498
Ahmednagar Cantonment—						
Boys	3	549	504	...	...	4,087
Girls	2	168	...	...	...	1,347
Sangamner—						
Boys	8	1,153	...	...	39	10,361
Girls	1	149	...	...	...	969
Vambori—						
Boys	2	355	...	950	...	247
Girls	1	60	...	...	...	95
Total ... Boys ...	24	4,767	3,053	950	233	44,464
Girls ...	11	1,248	...	...	...	7,909
Total ...	35	6,015	3,053	950	233	52,373

on the Government grants.			Non-Municipal Schools.					
			Aided schools.				Recognised schools.	
Fixed Provincial grant.	Total.	Expenditure on schools.	Number of schools.	Number of pupils.	Provincial grant.	Municipal grant.	Number of schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
4,821	6,183	6,183	...	...	...	...	...	...
360	500	500	...	...	...	...	...	...
36,717	77,581	77,581	18	1,751	10,380	...	...	...
18,359	38,790	38,790	7	498	...	...	...	...
76,360	1,52,971	1,52,971	26	2,009	12,048	12	...	...
25,321	52,414	52,414	8	523	...	...	...	...
1,01,681	2,05,385	2,05,385	34	2,532	12,048	12	...	...
27,209	59,721	59,721	9	665	10,265	...	...	...
7,774	13,272	13,272	6	652	...	...	...	...
4,714	9,305	9,305	...	...	...	...	...	...
1,347	2,694	2,694	...	...	...	...	...	...
8,721	19,121	19,121	2	94	262	...	...	...
872	1,841	1,841	...	...	...	...	...	...
5,645	6,842	6,842	2	19	166	83	...	...
565	660	660	...	...	...	...	...	...
46,289	94,989	94,989	13	778	10,693	83	...	...
10,558	18,467	18,467	6	652	...	...	...	...
56,847	1,13,456	1,13,456	19	1,430	10,693	83	...	...

Towns.	Schools maintained by the Municipality					
	Number of schools.	Number of pupils.	Receipts.			
			Fees.	Local Fund grants under sections 45 and 47.	Miscellaneous.	Municipal Fund.
1	2	3	4	5	6	7
CENTRAL DIVISION—*contd.*			Rs.	Rs.	Rs.	Rs.
East Khandesh.						
Amalner—						
Boys	6	1,356	6	...	...	13,707
Girls	2	291	...	...	...	2,907
Bhusaval—						
Boys	6	1,045	2	...	9	10,300
Girls	2	337	...	...	...	2,304
Chalisgaon—						
Boys	4	955	590	...	20	6,383
Girls	2	167	...	...	...	1,110
Chopda—						
Boys	5	1,200	685	...	2	8,042
Girls	2	178	...	...	...	780
Dharangaon—						
Boys	5	1,097	671	...	...	9,689
Girls	2	190	...	...	...	1,148
Erandol—						
Boys	4	865	496	...	11	5,391
Girls	1	110	...	...	...	847
Faizpur—						
Boys	4	838	609	...	...	6,515
Girls	2	105	...	...	...	714
Jalgaon—						
Boys	8	2,011	443	...	...	23,755
Girls	3	554	...	...	...	8,557
Parola—						
Boys	4	682	438	...	14	5,409
Girls	2	157	...	...	...	927
Raver—						
Boys	3	593	374	...	4	5,449
Girls	2	105	...	...	...	609
Sawada—						
Boys	3	684	440	...	...	5,118
Girls	2	112	...	...	...	601
Yawal—						
Boys	3	789	415	...	3	4,835
Girls	2	114	...	...	...	464
Total ... Boys ...	55	12,115	5,169	...	63	1,04,593
Total ... Girls ...	24	2,420	...	...	...	20,968
Total ...	79	14,535	5,169	...	63	1,25,561

on the Government grants.			Non-Municipal Schools.					
			Aided schools.				Recognised schools.	
Fixed Provincial grant.	Total.	Expenditure on schools.	Number of schools.	Number of pupils.	Provincial grant.	Municipal grant.	Number of schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
12,719	26,432	26,432	1	155	300	....	...	...
2,544	5,451	5,451	...	...	...	...	...	...
11,030	21,341	21,341	2	148	700	350	...	...
2,757	5,061	5,061	...	...	...	...	...	...
11,017	18,010	18,010	1	95	130	65	...	...
1,377	2,487	2,487	...	...	...	...	...	...
12,728	21,452	21,452	1	132	164	82	...	...
1,156	1,936	1,936	...	...	...	...	...	...
12,257	22,617	22,617	1	70	66	33	...	...
1,362	2,510	2,510	...	...	...	...	...	...
8,675	14,573	14,573	1	63	68	34	...	...
1,239	2,086	2,086	...	...	...	...	...	...
8,631	15,755	15,755	...	...	...	...	...	...
863	1,577	1,577	...	...	...	...	...	...
15,917	40,115	40,115	1	93	163	...	...	...
5,306	13,863	13,863	...	...	...	...	...	...
7,100	12,961	12,961	1	39	40	20	...	...
1,183	2,110	2,110	...	...	...	...	...	...
6,144	11,971	11,971	1	40	42	21	...	...
768	1,377	1,377	...	...	...	...	...	...
7,527	13,085	13,085	....	...	...	...	...	...
836	1,437	1,437	...	...	...	...	...	...
8,426	13,679	13,679	1	51	76	38	...	...
766	1,230	1,230	...	...	...	...	...	...
1,22,166	2,31,991	2,31,991	11	886	1,749	643	...	...
20,157	41,125	41,125	...	...	...	...	...	...
1,42,323	2,73,116	2,73,116	11	886	1,749	643	...	...

Towns.	Schools maintained by the Municipality					
	Number of schools.	Number of pupils.	Receipts.			
			Fees.	Local Fund grants under sections 45 and 47.	Miscellaneous.	Municipal Fund.
1	2	3	4	5	6	7
CENTRAL DIVISION—*concld.*			Rs.	Rs.	Rs.	Rs.
West Khandesh.						
Betawad—						
Boys	2	289	1	1	...	2,094
Girls	1	61	...	...	...	318
Dhulia—						
Boys	17	2,861	...	...	2,353	30,855
Girls	11	1,232	...	...	1,020	11,348
Nandurbar—						
Boys	5	1,025	392	2	3	8,083
Girls	3	248	...	...	...	1,291
Shahada—						
Boys	2	466	139	84	3	4,125
Girls	1	66	...	...	...	409
Shirpur—						
Boys	4	815	229	16	...	6,587
Girls	2	203	...	...	...	843
Sindkheda—						
Boys	2	472	131	8	2	3,481
Girls	1	53	...	...	...	368
Taloda—						
Boys	2	460	152	64	2	3,222
Girls	1	88	...	...	...	467
Total ... Boys ...	34	6,388	1,044	175	2,363	58,447
Girls ...	20	1,951	...	...	1,020	15,044
Total ...	54	8,339	1,044	175	3,383	73,491
Total, Central Division... Boys ...	248	48,802	23,704	8,301	5,186	3,88,238
Girls ...	119	14,239	...	343	1,117	1,16,152
Total ...	367	63,041	23,704	8,644	6,303	5,04,390

on the Government grants.			Non-Municipal Schools.					
			Aided schools.				Recognised schools.	
Fixed Provincial grant.	Total.	Expenditure on schools.	Number of schools.	Number of pupils.	Provincial grant.	Municipal grant.	Number of schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
3,275	5,371	5,371	...	...	...	...	...	...
545	863	863	...	...	...	...	...	...
27,795	61,003	61,003	1	63	1,640	...	...	...
13,897	26,265	26,265	1	73	...	...	...	...
11,663	20,143	20,143	1	62	...	...	...	...
2,383	3,624	3,624	1	41	...	...	1	26
5,247	9,598	9,598	...	...	...	...	...	...
477	886	886	3	106	292	146	...	...
9,192	16,024	16,024	...	...	...	...	...	...
2,042	2,885	2,885	...	...	...	...	...	...
5,264	8,886	8,886	...	...	...	...	...	...
584	952	952	1	61	...	...	...	...
4,384	7,824	7,824	...	...	...	...	...	...
626	1,093	1,093	...	...	...	...	...	...
66,820	1,28,849	1,28,849	2	125	1,640	146	...	...
20,504	36,568	36,568	6	281	292	...	1	26
87,324	1,65,417	1,65,417	8	406	1,932	146	...	...
4,82,848	9,09,277	9,08,277	130	11,914	86,272	4,401	2	72
1,34,839	2,52,451	2,52,451	57	4,372	26,929	375	1	26
6,17,687	11,60,728	11,60,728	187	16,286	1,13,201	4,776	3	98

Towns.	Schools maintained by Municipalities on the					
	Number of schools.	Number of pupils.	Receipts.			
			Fees.	Local Fund grant under sections 45 and 47.	Miscellaneous.	Municipal Fund.
1	2	3	4	5	6	7
			Rs.	Rs.	Rs.	Rs.
Northern Division						
Ahmedabad						
Dholka—						
Boys	5	853	553	47	20	5,760
Girls	1	177	...	...	...	1,052
Prantij—						
Boys	2	438	296	...	11	2,400
Girls	1	160	...	...	...	968
Modasa—						
Boys	2	631	120	26	...	3,338
Girls	1	121	...	13	...	1,071
Ahmedabad—						
Boys	57	11,371	5	1,163	11	1,86,839
Girls	27	4,144	...	423	6	74,280
Sanand—						
Boys	1	447	399	24	...	1,768
Girls	1	169	...	...	...	1,102
Viramgam—						
Boys	7	1,418	1,059	...	...	9,053
Girls	2	521	...	...	...	3,148
Dhandhuka—						
Boys	2	590	534	50	74	1,916
Girls	1	166	...	...	...	671
Ranpur—						
Boys	4	408	344	10	1	3,287
Girls	1	219	...	...	1	1,689
Gogho—						
Boys	1	222	139	...	1	85
Girls	...	...	...	...	...	...
Ahmedabad Cantonment—						
Boys	1	48	16	...	384	...
Girls	...	...	...	...	...	...
Total ... { Boys	82	16,426	3,465	1,320	502	2,14,446
Girls	35	5,677	...	436	7	83,976
Total ...	117	22,103	3,465	1,756	509	2,98,422

Government grant.			Non-Municipal Schools.					
			Aided schools.				Recognised schools.	
Provincial grant.	Total.	Expenditure on schools.	Number of schools.	Number of pupils.	Provincial grant.	Municipal grant.	Number of schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
5,600	11,980	11,980	4	251	2,555	...	...	...
1,071	2,123	2,123	2	118	502	...	...	...
5,250	7,957	7,957	3	260	2,865	...	...	...
1,840	2,803	2,803	...	...	...	...	...	...
5,048	8,532	8,532	2	54	191	...	...	...
900	1,984	1,984	3	167	471	120	...	...
1,25,650	3,13,668	3,13,668	6	874	5,614	3,619	1	219
51,173	1,25,882	1,25,882	12	1,925	18,248	13,453	...	...
2,831	5,022	5,022	...	...	...	...	...	...
1,172	2,274	2,274	...	...	...	...	...	...
10,796	20,908	20,908	...	...	...	...	...	...
4,254	7,402	7,402	...	...	...	...	...	...
11,127	13,701	13,701	1	21	96	...	...	...
2,768	3,439	3,439	...	...	...	...	...	...
3,924	7,566	7,566	1	21	40	...	...	...
1,796	3,486	3,486	...	...	...	...	...	...
2,735	2,960	2,960	1	76	941	...	...	...
...	...	...	1	85	1,124	...	...	...
532	932	932	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
1,73,493	3,93,226	3,93,226	18	1,557	12,302	3,619	1	219
64,974	1,49,393	1,49,393	18	2,295	20,345	13,573	...	...
832,467	5,42,619	5,42,619	36	3,852	32,647	17,192	1	219

Towns.	Schools maintained by Municipality on the					
	Number of schools.	Number of pupils.	Receipts.			
			Fees.	Local Fund grant under sections 45 and 47.	Miscellaneous.	Municipal Fund.
1	2	3	4	5	6	7
NORTHERN DIVISION—*contd.*			Rs.	Rs.	Rs.	Rs.
Kaira.						
Anand—						
Boys	5	677	...	...	...	3,297
Girls	1	263	...	...	...	1,470
Borsad—						
Boys	5	797	537	815	170	2,146
Girls	1	101	...	116	50	343
Kapadvanj—						
Boys	4	694	561	205	97	3,186
Girls	3	474	1	139	...	2,156
Kaira—						
Boys	4	418	369	465	5	2,097
Girls	1	200	...	130	14	550
Mehmedabad—						
Boys	2	430	276	362	97	2,377
Girls	1	181	...	153	...	1,013
Dakore—						
Boys	3	633	33	26	...	4,198
Girls	1	217	11	9	...	1,596
Umreth—						
Boys	5	1,109	552	185	...	5,581
Girls	2	328	...	73	1	1,681
Nadiad—						
Boys	10	2,120	1,724	575	24	23,913
Girls	5	1,011	...	255	47	5,941
Total ... Boys	38	6,878	4,052	2,633	393	46,795
Total ... Girls	15	2,775	12	875	112	14,750
Total ...	53	9,653	4,064	3,508	505	61,545
Panch Mahals.						
Godhra—						
Boys	7	1,309	70	...	79	8,450
Girls	4	463	...	...	...	3,125
Dohad—						
Boys	4	1,006	...	...	15	5,749
Girls	2	493	...	...	6	2,494
Total ... Boys	11	2,315	70	...	94	14,199
Total ... Girls	6	956	...	...	6	5,619
Total ...	17	3,271	70	...	100	19,818

Government grants.			Non-Municipal Schools.					
			Aided schools.				Recognised schools.	
Provincial grant.	Total.	Expenditure on schools.	Number of schools.	Number of pupils.	Provincial grant.	Municipal grant.	Number of schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
4,643	7,940	7,940	4	171	855	...	...	...
1,700	3,170	3,170	1	165	2,864	...	...	...
5,065	8,733	8,733	2	129	1,069	...	...	...
879	1,388	1,388	3	325	3,798	125	...	...
4,922	8,971	8,971	9	690	3,802	520	...	...
3,194	5,490	5,490	3	342	2,661	250	...	...
3,179	6,115	6,115	3	156	361	...	...	...
1,140	1,834	1,834	1	104	2,107	...	...	...
3,002	6,114	6,114	1	25	71	...	...	...
1,358	2,524	2,524	1	103	330	150	...	...
5,149	9,406	9,406	1	55	147	...	...	...
1,708	3,324	3,324	...	...	...	...	...	...
8,551	14,869	14,869	2	108	353	...	...	...
2,637	4,392	4,392	...	...	...	...	...	...
19,241	45,477	45,477	4	215	926	926	2	98
8,071	14,314	14,314	1	31	49	49	...	...
53,752	1,07,625	1,07,625	26	1,549	7,584	1,446	2	98
20,687	36,436	36,436	10	1,070	11,809	574	...	...
74,439	1,44,061	1,44,061	36	2,619	19,393	2,020	2	98
10,607	19,206	19,206	10	957	1,893	1,239	...	...
4,016	7,141	7,141	14	1,020	752	753	...	...
7,980	13,744	13,744	4	361	1,055	981	...	...
3,694	6,194	6,194	2	170	1,041	873	...	...
18,587	32,950	32,950	14	1,318	2,948	2,220	...	...
7,710	13,335	13,335	16	1,190	1,793	1,626	...	...
26,297	46,285	46,285	30	2,508	4,741	3,846	...	...

Towns.	Schools maintained by Municipality on the					
	Number of schools.	Number of pupils.	Receipts.			
			Fees.	Fund under sections 45 and 47.	Miscellaneous.	Municipal Fund.
1	2	3	4	5	6	7
			Rs.	Rs.	Rs.	Rs.
NORTHERN DIVISION—*concld.*						
Broach.						
Broach—						
Boys	9	2,334	1,484	...	94	23,286
Girls	9	1,360	...	...	19	10,798
Ankleshwar—						
Boys	5	734	...	317	6	4,911
Girls	2	227	...	180	5	1,902
Jambusar—						
Boys	5	656	...	176	52	7,661
Girls	2	211	...	56	...	2,476
Total ... { Boys	19	3,724	1,484	493	152	35,858
Girls	13	1,798	...	236	24	15,176
Total ...	32	5,522	1,484	729	176	51,034
Surat.						
Surat—						
Boys	43	8,089	...	...	110	76,876
Girls	20	2,824	...	...	29	20,855
Rander—						
Boys	4	484	...	47	6	4,436
Girls	2	209	...	20	...	2,177
Bulsar—						
Boys	6	1,134	...	47	18	7,091
Girls	2	472	...	14	...	2,631
Total ... { Boys	53	9,707	...	94	134	88,403
Girls	24	3,505	...	34	29	25,663
Total ...	77	13,212	...	128	163	1,14,066
Total, Northern Division. { Boys	203	39,050	9,071	4,540	1,275	3,99,701
Girls	93	14,711	12	1,581	178	1,45,184
Total ...	296	53,761	9,083	6,121	1,453	5,44,885

Government grants.			Non-Municipal Schools.					
			Aided schools.				Recognised schools.	
Provincial grant.	Total.	Expenditure on schools.	Number of schools.	Number of pupils.	Provincial grant.	Municipal grant.	Number of schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
25,907	50,771	50,771	8	353	637	100	1	77
13,003	23,820	23,820	2	104	102	...	...	...
7,081	12,315	12,315	1	64	236	...	...	...
2,112	4,199	4,199	1	86	1,831	...	...	...
7,163	15,052	15,052	...	...	...	...	...	...
2,403	4,935	4,935	...	...	...	...	...	...
40,151	78,138	78,138	9	417	873	100	1	77
17,518	32,954	32,954	3	190	1,933	...	...	...
57,669	1,11,092	1,11,092	12	607	2,806	100	1	77
76,089	1,53,075	1,53,075	7	765	4,005	3,090	3	502
27,320	48,204	48,204	12	897	7,717	6,091	4	410
4,056	8,545	8,545	2	276	1,106	894	1	71
1,359	3,556	3,556	...	...	...	...	1	94
10,046	17,202	17,202	1	72	38	...	...	...
3,502	6,147	6,147	1	111	573	...	...	...
90,191	1,78,822	1,78,822	10	1,113	5,149	3,984	4	573
32,181	57,907	57,907	13	1,008	8,290	6,091	5	504
1,22,372	2,36,729	2,36,729	23	2,121	13,439	10,075	9	1,077
3,76,174	7,90,761	7,90,761	77	5,954	28,856	11,369	8	967
1,43,070	2,90,025	2,90,025	60	5,753	44,170	21,864	5	504
5,19,244	10,80,786	10,80,786	137	11,707	73,026	33,233	13	1,471

Towns.	Schools maintained by the Municipalities					
	Number of schools.	Number of pupils.	Receipts.			
			Fees.	Local Fund grants under sections 45 and 47.	Miscellaneous.	Municipal Funds.
1	2	3	4	5	6	7
SOUTHERN DIVISION.			Rs.	Rs.	Rs.	Rs.
Dharwar.						
Byadgi—						
Boys	5	646	...	...	...	3,275
Girls	1	149	...	...	...	553
Dharwar—						
Boys	12	2,183	...	...	223	18,533
Girls	8	701	...	...	13	7,336
Gadag—						
Boys	16	2,373	1,943	...	245	26,346
Girls	6	1,168	...	...	...	6,731
Haveri—						
Boys	3	473	...	...	...	2,111
Girls	2	207	...	...	...	330
Hubli—						
Boys	19	4,446	3,568	68	...	38,795
Girls	8	1,541	...	...	...	14,890
Nargund—						
Boys	3	412	...	...	...	1,405
Girls	1	131	...	...	...	319
Navalgund—						
Boys	2	416	...	...	...	1,233
Girls	1	94	...	...	...	460
Ranebennur—						
Boys	3	645	...	...	...	...
Girls	2	202	...	...	...	2,095
Total ... { Boys	63	11,594	5,511	68	468	91,693
{ Girls	29	4,193	...	...	13	32,714
Total ...	92	15,787	5,511	68	481	1,24,412
Belgaum.						
Athani—						
Boys	3	664	...	4,039	...	497
Girls	3	258	...	...	...	...
Bail-Hongal—						
Boys	2	609	...	145	...	4,248
Girls	2	208	...	...	...	...
Belgaum—						
Boys	13	3,095	32	3,245	...	19,338
Girls	8	1,104	...	...	...	...
Gokak—						
Boys	5	624	702	3,453	...	...
Girls	2	159	...	...	...	...

on the Government grants.			Non-Municipal Schools.					
			Aided schools.				Recognised schools.	
Provincial grants.	Total.	Expenditure.	Number of schools.	Number of pupils.	Provincial grants.	Municipal grants.	Number of schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
8,360	11,635	11,635	...	...	...	...	...	...
1,660	2,153	2,153	...	...	...	...	...	...
21,085	39,841	39,841	3	178	1,500	...	...	...
8,625	15,974	15,974	...	...	...	...	...	...
25,597	54,131	54,131	7	691	3,060	...	...	...
6,050	12,781	12,781	1	44	340	...	...	...
5,984	8,095	8,095	1	70	...	...	...	...
2,000	2,330	2,330	...	...	...	...	...	...
37,057	79,488	79,488	4	458	3,657	...	...	...
13,263	28,153	28,153	2	102	...	...	...	...
4,920	6,325	6,325	...	...	...	...	...	...
1,080	1,399	1,399	...	...	...	...	...	...
5,230	6,463	6,463	...	...	...	...	...	...
770	1,230	1,230	...	...	...	...	...	...
10,868	10,868	10,868	5	309	...	...	...	...
...	2,095	2,095	...	...	...	...	...	...
1,19,101	2,16,846	2,16,846	20	1,706	8,217	...	...	...
33,388	66,115	66,115	3	146	340	...	...	...
1,52,489	2,82,961	2,82,961	23	1,852	8,557	...	...	...
6,412	10,948	10,948	2	455	...	...	...	...
3,692	3,692	3,692	...	...	...	...	...	...
4,727	9,120	9,120	1	34	...	...	...	...
3,889	3,889	3,889	...	...	...	...	...	...
25,211	47,826	47,826	3	113	...	...	...	...
12,229	12,229	12,229	3	247	...	...	...	...
6,047	10,202	10,202	2	271	...	...	...	...
1,633	1,633	1,633	...	...	...	...	...	...

Towns.	Schools maintained by the Municipalities					
	Number of schools.	Number of pupils.	Receipts.			
			Fees.	Local Fund grants under sections 45 and 47.	Miscellaneous.	Municipal Funds.
1	2	3	4	5	6	7
SOUTHERN DIVISION—*contd.*			Rs.	Rs.	Rs.	Rs.
Belgaum—contd.						
Nipani—						
Boys	6	1,087	868	382	17	6,888
Girls	1	143	...	...	...	751
Saundatti—						
Boys	2	509	...	...	...	3,219
Girls	1	180	...	...	...	...
Belgaon Cantonment—						
Boys	...	...	...	...	...	...
Total—						
Boys	31	6,588	1,602	11,264	17	34,190
Girls	17	2,052	...	...	...	751
Total ...	48	8,640	1,602	11,264	17	34,941
Bijapur.						
Bagalkot—						
Boys	9	1,291	820	320	...	14,369
Girls	4	424	...	...	...	2,950
Bijapur—						
Boys	16	2,659	1,530	610	...	12,805
Girls	8	854	...	...	...	15,361
Gulelgud—						
Boys	7	976	...	1,143	...	8,119
Girls	2	223	...	...	...	...
Ilkal—						
Boys	2	282	207	400	...	2,301
Girls	1	90	...	...	...	...
Total—						
Boys	34	5,208	2,557	2,473	...	37,594
Girls	15	1,591	...	...	...	18,311
Total ...	49	6,799	2,557	2,473	...	55,905
Kanara.						
Bhatkal—						
Boys	2	446	74	...	...	...
Girls	1	61	...	...	...	...
Halyal—						
Boys	3	356	10	1,153	4	...
Girls	1	73	...	...	...	..
Honavar—						
Boys	3	360	48	673	5	...
Girls	2	101	...	...	...	...

on the Government grants.			Non-Municipal Schools.					
			Aided schools.				Recognised schools.	
Provincial grants.	Total.	Expenditure.	Number of schools.	Number of pupils.	Provincial grants.	Municipal grants.	Number of schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
9,337	17,492	17,492	2	52	...	...	...	...
994	1,745	1,745	...	...	...	...	...	...
4,797	8,016	8,016	...	...	...	...	...	...
2,475	2,475	2,475	...	...	...	...	...	...
...	...	...	1	305	1,839	...	...	...
56,531	1,03,604	1,03,604	11	1,230	1,839	...	...	...
24,912	25,663	25,663	3	247	...	...	...	...
81,443	1,29,267	1,29,267	14	1,477	1,839	...	...	...
9,198	24,707	24,707	2	128	189	...	...	...
3,000	5,950	5,950	...	...	...	...	...	...
37,781	52,726	52,726	5	607	3,833	...	...	...
...	15,361	15,361	1	70	845	...	...	...
6,722	15,984	15,984	3	255	...	...	...	...
4,813	4,813	4,813	1	68	...	...	...	...
1,778	4,686	4,686	9	773	...	...	...	...
2,104	2,104	2,104	...	...	...	...	...	...
55,479	98,103	98,103	19	1,763	4,022	...	...	...
9,917	28,228	28,228	2	138	845	...	...	...
65,396	1,26,331	1,26,331	21	1,901	4,867	...	...	...
5,867	5,941	5,941	...	...	...	...	...	...
1,133	1,133	1,133	...	...	...	...	...	...
4,974	6,141	6,141	...	...	...	...	...	...
654	654	654	...	...	...	...	...	...
6,081	6,807	6,807	2	160	...	...	...	...
1,851	1,851	1,851	...	...	...	...	...	...

Towns.	Schools maintained by the Municipalities					
	Number of schools.	Number of pupils.	Receipts.			
			Fees.	Local Fund grants under sections 45 and 47.	Miscellaneous.	Municipal Funds.
1	2	3	4	5	6	7
SOUTHERN DIVISION—*concld.*			Rs.	Rs.	Rs.	Rs.
Kanara—contd.						
Karwar—						
Boys	5	809	438	1,720	67	...
Girls	1	299	...	...	...	...
Kumta—						
Boys	7	565	298	2,752	6	...
Girls	1	134	...	...	...	...
Sirsi—						
Boys	4	442	...	2,119	1	...
Girls	2	176	...	...	...	...
Total—						
Boys	24	2,978	868	8,417	83	...
Girls	8	844	...	...	...	...
Total ...	32	3,822	868	8,417	83	...
Total, Southern Division . { Boys ...	152	26,368	10,538	22,222	568	1,63,482
{ Girls ...	69	8,680	...	...	13	51,776
Total ...	221	35,048	10,538	22,222	581	2,15,258
SIND.						
Karachi.						
Karachi—						
Boys	66	7,461	17	...	3,892	1,45,244
Girls	40	4,353	...	...	2,255	77,996
Tatta—						
Boys	2	330	195	96	3	3,034
Girls	2	202	...	...	2	1,750
Kotri—						
Boys	3	330	76	3,490	17	...
Girls	2	122	...	1,000	...	...
Manjhand—						
Boys	1	205	42	...	257	122
Girls	...	...	...	...	...	...
Keti Bunder—						
Boys	1	105	...	...	43	778
Girls	...	...	...	...	...	...
Karachi Cantonment—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Karachi Port Trust—						
Boys	1	79	38	...	...	290
Girls	1	38	...	...	...	266
Total—						
Boys	74	8,510	368	3,586	4,212	1,49,468
Girls	45	4,715	...	1,000	2,257	80,012
Total ...	119	13,225	368	4,586	6,469	2,29,480

on the Government grants.			Non-Municipal Schools.					
			Aided schools.				Recognised schools.	
Provincial grants.	Total.	Expenditure.	Number of schools.	Number of pupils.	Provincial grants.	Municipal grants.	Number of schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
12,301	14,526	14,526	1	51	...	...	...	...
3,337	3,337	3,337	...	...	...	...	...	...
8,638	11,694	11,694	2	149	...	...	...	...
1,860	1,860	1,860	...	...	...	...	...	...
6,313	8,433	8,433	...	...	...	...	...	...
2,815	2,815	2,815	...	...	...	...	...	...
44,174	53,542	53,542	5	330	...	...	...	...
11,650	11,650	11,650	...	...	...	...	...	...
55,824	65,192	65,192	5	330	...	...	...	...
2,75,285	4,72,095	4,72,095	55	5,029	14,078	...	...	...
79,867	1,31,656	1,31,656	8	531	1,185	...	...	...
3,55,152	6,03,751	6,03,751	63	5,560	15,263	...	...	...
1,27,300	2,76,453	2,76,453	33	4,000	31,805	467	...	...
66,727	1,46,978	1,46,978	24	2,951	34,832	1,500	...	...
6,264	9,592	9,592	1	58	664	...	...	...
3,504	5,256	5,256	...	...	...	...	...	...
7,053	10,636	10,636	...	...	...	...	...	...
2,000	3,000	3,000	1	57	571	60	...	...
3,120	3,541	3,541	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
2,080	2,901	2,901	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	1	44	Cantonment Committee did not pay any grant during 1926-27.			
...	...	...	1	58				
2,083	2,411	2,411	...	...	...	...	...	...
690	956	956	...	...	...	...	...	...
1,47,900	3,05,534	3,05,534	35	4,102	32,469	467	...	...
72,921	1,56,190	1,56,190	26	3,066	35,403	1,560	...	...
2,20,821	4,61,724	4,61,724	61	7,168	67,872	2,027	...	...

Towns.	Schools maintained by the Municipalities					
	Number of schools.	Number of pupils.	Receipts.			
			Fees.	Local Fund grants under sections 45 and 47.	Miscellaneous.	Municipal Funds.
1	2	3	4	5	6	7
SIND—*contd.*			Rs.	Rs.	Rs.	Rs.
Hyderabad.						
Hyderabad—						
Boys	11	1,485	...	3,433	1,266	18,617
Girls	7	689	...	...	...	6,934
Tando Md. Khan—						
Boys	1	147	724	...	...	2,778
Girls	...	...	...	...	...	...
Tando Allahyar—						
Boys	1	230	...	...	80	2,215
Girls	...	...	...	...	...	...
Hala—						
Boys	1	235	112	...	...	1,794
Girls	...	...	...	...	...	...
Matiari—						
Boys	1	184	...	...	...	1,685
Girls	...	..	...	...	...	...
Nasarpur—						
Boys	1	206	211	716	...	435
Girls	...	...	...	..	...	...
Hyderabad Cantonment—						
Boys	1	179	...	...	...	2,394
Girls	...	..	...	...	...	...
Total—						
Boys	17	2,666	1,047	4,149	1,346	24,918
Girls	7	689	...	...	...	6,934
Total ...	24	3,355	1,047	4,149	1,346	31,852
Nawabshah.						
Tando Adam—						
Boys	2	382	...	...	88	3,596
Girls	...	...	...	...	...	...
Shahdadpur—						
Boys	1	248	...	...	90	3,382
Girls	1	84	...	...	21	842
Total—						
Boys	3	630	...	...	178	6,978
Girls	1	84	..	...	21	842
Total ...	4	714	...	...	199	7,820

on the Government grants.			Non-Municipal Schools.					
			Aided schools.				Recognised schools.	
Provincial grants.	Total.	Expenditure.	Number of schools.	Number of pupils.	Provincial grants.	Municipal grants.	Number of schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
24,135	42,451	42,451	23	2,952	17,028	2,421	...	...
9,731	16,665	16,665	15	1,738	20,210	339	...	...
1,997	5,499	5,499	1	26	86	...	...	...
...	...	...	...	...	...	...	...	...
2,466	4,761	4,761	2	88	792	...	...	...
...	...	...	...	...	...	...	...	...
3,103	5,009	5,009	1	51	433	...	...	...
...	...	...	1	65	300	24	...	...
2,492	4,177	4,177	1	47	225	...	...	...
...	...	...	...	...	...	...	...	...
3,137	4,499	4,499	2	91	698	...	...	...
...	...	...	...	...	...	...	...	...
674	3,068	3,068	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
38,004	69,464	69,464	30	3,255	19,262	2,421	...	...
9,731	16,665	16,665	16	1,803	20,510	363	...	...
47,735	86,129	86,129	46	5,058	39,772	2,784	...	...
3,176	6,860	6,860	2	202	768	302	...	...
...	...	...	...	...	...	...	...	...
2,110	5,582	5,582	...	...	...	...	...	...
800	1,663	1,663	...	...	...	...	...	...
5,286	12,442	12,442	2	202	768	302	...	...
800	1,663	1,663	...	...	...	...	...	...
6,086	14,105	14,105	2	202	768	302	...	...

Towns.	Schools maintained by the Municipalities					
	Number of schools.	Number of pupils.	Receipts.			
			Fees.	Local Fund grants under sections 45 and 47.	Miscellaneous.	Municipal Funds.
1	2	3	4	5	6	7
SIND—*contd.*			Rs.	Rs.	Rs.	Rs.
Thar and Parkar.						
Mirpurkhas—						
Boys	1	202	...	...	...	2,550
Girls	...	...	...	...	...	...
Umarkot—						
Boys	1	83	...	...	...	2,183
Girls	1	41	...	...	...	1,225
Total—						
Boys	2	285	...	...	...	4,733
Girls	1	41	...	...	...	1,225
Total ...	3	326	...	...	...	5,958
Sukkur.						
Sukkur—						
Boys	7	1,135	...	...	146	12,280
Girls	2	197	...	...	...	3,809
Shikarpur—						
Boys	7	1,556	...	364	...	11,513
Girls	6	1,298	...	...	...	8,769
Ghotki—						
Boys	1	151	...	...	...	1,351
Girls	...	...	...	...	...	...
Rohri—						
Boys	2	449	3	48	162	5,603
Girls	2	172	...	...	195	1,658
Garhi Yasin—						
Boys	1	198	1	15	...	3,032
Girls	...	...	...	...	...	...
Total—						
Boys	18	3,489	4	427	308	33,779
Girls	10	1,667	...	...	195	14,286
Total ...	28	5,156	4	427	503	48,015
Upper Sind Frontier.						
Jacobabad—						
Boys	2	366	...	...	11	4,333
Girls	2	113	...	...	12	1,827
Total ...	4	479	...	...	23	6,160

on the Government grants.			Non-Municipal Schools.					
			Aided schools.				Recognised schools.	
Provincial grants.	Total.	Expenditure.	Number of schools.	Number of pupils.	Provincial grants.	Municipal grants.	Number of schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
2,023	4,573	4,573	..	...	...	...	...	...
....	...	...	1	72	155	276	...	...
2,186	4,369	4,369	...	...	...	...	...	...
878	2,103	2,103	...	...	...	...	...	...
4,209	8,942	8,942	...	...	...	...	...	...
878	2,103	2,103	1	72	155	276	...	...
5,087	11,045	11,045	1	72	155	276	...	...
17,147	29,573	29,573	9	1,125	2,896	2,888	...	...
3,809	7,618	7,618	6	597	2,479	1,269	...	...
19,066	30,943	30,943	19	1,705	5,401	344	...	...
8,768	17,537	17,537	2	270	755	..	...	...
2,413	3,764	3,764	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
6,135	11,951	11,951	...	...	...	...	...	...
2,100	3,953	3,953	...	...	...	...	...	...
2,662	5,710	5,710	3	281	2,289	...	...	...
...	...	...	1	122	226	...	...	...
47,423	81,941	81,941	31	3,111	10,536	3,232	...	...
14,677	29,108	29,108	9	989	3,460	1,269	...	...
62,100	1,11,049	1,11,049	40	4,100	13,996	4,501	...	...
4,893	9,237	9,237	2	155	256	119	...	...
1,839	3,678	3,678	1	23	67	...	...	...
6,732	12,915	12,915	3	178	323	119	...	...

Towns.	Schools maintained by the Municipalities					
	Number of schools.	Number of pupils.	Receipts.			
			Fees.	Local Fund grants under sections 45 and 47.	Miscellaneous.	Municipal Funds.
1	2	3	4	5	6	7
SIND—*concld.*			Rs.	Rs.	Rs.	Rs.
Larkana.						
Larkana—						
Boys	3	793	5	...	577	10,635
Girls	...	...	...	...	...	...
Kambar—						
Boys	1	190	...	...	...	1,618
Girls	1	24	...	...	...	315
Ratodero—						
Boys	1	325	...	...	83	4,020
Girls	1	130	...	...	...	765
Sehwan—						
Boys	1	187	186	...	...	3,877
Girls	1	77	...	...	...	305
Bubak—						
Boys	1	185	9	...	...	1,924
Girls	...	...	...	...	...	...
Total { Boys ...	7	1,680	200	...	660	21,574
Girls ...	3	231	...	...	...	1,385
Total ...	10	1,911	200	...	660	22,959
Total Sind { Boys ...	123	17,626	1,619	8,162	6,715	2,45,783
Girls ...	69	7,540	...	1,000	2,485	1,06,461
Total ...	192	25,166	1,619	9,162	9,200	3,52,244
Total, Bombay Presidency excluding Bombay Municipality—						
Boys	849	152,912	57,805	58,980	21,478	13,49,575
Girls	399	51,297	12	4,920	6,883	4,61,780
Total ...	1,248	204,209	57,817	63,900	28,361	18,11,355
Bombay Municipality—						
Boys	208	31,920	...	...	62,026	13,95,982
Girls	110	14,037	...	...	33,536	7,44,577
Total ...	318	45,957	...	...	95,562	21,40,559
Grand Total, Bombay Presidency, including Bombay Municipality—						
Boys	1,057	184,832	57,805	58,980	83,504	27,45,557
Girls	509	65,334	12	4,920	40,419	12,06,357
Total ...	1,566	250,166	57,817	63,900	1,23,923	39,51,914

on the Government grants.			Non-Municipal Schools.					
			Aided schools.				Recognised schools.	
Provincial grants.	Total.	Expenditure.	Number of schools.	Number of pupils.	Provincial grants.	Municipal grants.	Number of schools.	Number of pupils.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.			Rs.	Rs.		
10,402	21,619	21,619	4	349	1,046	...	...	...
...	...	...	2	379	1,286	...	...	...
3,236	4,854	4,854	1	53	389	...	...	...
630	945	945	...	...	...	...	...	...
3,435	7,538	7,538	...	...	...	...	...	...
764	1,529	1,529	...	...	...	...	...	...
2,968	6,531	6,531	2	91	426	...	...	...
509	814	814	1	31	164	...	...	...
3,866	5,799	5,799	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
23,907	46,341	46,341	7	493	1,861	...	...	...
1,903	3,288	3,288	3	410	1,450	...	...	...
25,810	49,629	49,629	10	903	3,311	...	...	...
4,71,622	5,33,901	5,33,901	107	11,318	65,152	6,541	...	...
1,02,749	2,12,695	2,12,695	56	6,363	61,045	3,468	...	...
3,74,371	7,46,596	7,46,596	163	17,681	1,26,197	10,009	...	...
16,12,713	31,00,551	31,00,551	407	37,312	2,05,761	28,768	11	1,083
5,26,684	10,00,279	10,00,279	189	17,652	1,35,915	27,096	6	530
21,39,397	41,00,830	41,00,830	596	54,964	3,41,676	55,864	17	1,613
4,87,595	19,45,603	19,45,603	101	11,118	...	1,21,593	7	885
2,69,150	10,47,263	10,47,263	33	4,438	...	61,392	4	525
7,56,745	29,92,866	29,92,866	134	15,556	...	1,82,985	11	1,410
21,00,308	50,46,154	50,46,154	508	48,430	2,05,761	1,50,361	18	1,968
7,95,834	20,47,542	20,47,542	222	22,090	1,35,915	88,488	10	1,055
28,96,142	70,93,696	70,93,696	730	70,520	3,41,676	2,38,849	28	3,023

Statement showing the number of Boys and Girls in different of the Bombay Presidency

Management.	Boys.				
	Infants.	Standard I.	Standard II.	Standard III.	Standard IV.
Bombay City.					
Municipal	6,778	6,516	5,338	4,678	5,639
Aided	3,110	1,573	1,599	1,638	1,871
Unaided	264	140	142	207	211
Bombay Division.					
Government	46	18	22	12	25
District Local Board ..	26,388	15,270	14,685	11,685	8,848
Municipal	5,668	3,401	3,188	2,629	2,662
Approved	4,292	2,154	1,878	1,398	625
Total ...	46,546	29,072	26,852	22,247	19,881
Central Division.					
Government ...	590	195	141	131	133
District Local Board ...	64,954	33,280	28,698	23,028	20,798
Municipal ...	14,173	7,584	6,986	5,716	5,958
Approved	5,923	4,396	3,736	2,825	2,191
Total ...	85,640	45,455	39,561	31,700	29,080
Northern Division.					
Government	113	97	112	97	92
District Local Board ...	25,937	17,656	15,341	13,200	11,558
Municipal	9,979	7,680	6,416	5,555	4,347
Approved	5,719	2,463	1,878	1,643	1,051
Total ...	41,748	27,896	23,747	20,495	17,048
Southern Division.					
Government	389	106	116	85	102
District Local Board ...	35,695	18,883	13,845	10,650	8,602
Municipal	9,242	4,317	3,674	3,129	2,233
Approved	6,316	2,772	2,613	1,531	1,125
Total ...	51,642	26,078	20,248	15,395	12,062

standards of Primary Schools in the British Districts for the year 1926-1927.

Boys.					
Total.	Standard V.	Standard VI.	Standard VII.	Total.	Grand Total.
28,949	256	165	80	501	29,450
9,791	56	52	28	136	9,927
964	25	6	4	35	999
123	50	42	33	125	248
76,876	3,656	1,938	1,622	7,216	84,092
17,548	1,191	635	518	2,344	19,892
10,347	68	.....	.....	68	10,415
144,598	5,302	2,838	2,285	10,425	155,023
1,190	49	55	58	162	1,352
170,758	8,882	4,655	3,282	16,819	187,577
40,417	3,289	1,834	1,439	6,562	46,979
19,071	310	116	82	508	19,579
231,436	12,530	6,660	4,861	24,051	255,487
511	38	23	33	94	605
83,692	5,750	3,989	3,009	12,748	96,440
33,977	2,317	1,285	764	4,366	38,343
12,754	377	220	129	726	13,480
130,934	8,482	5,517	3,935	17,934	148,868
798	34	9	33	76	874
87,675	5,117	3,283	2,651	11,051	98,726
22,595	1,370	654	637	2,661	25,256
14,357	456	144	24	624	14,981
125,425	6,977	4,090	3,345	14,412	139,837

Management.	Girls.				
	Infants.	Standard I.	Standard II.	Standard III.	Standard IV.
Bombay City.					
Municipal	5,134	3,568	3,210	2,933	1,339
Aided	1,921	1,025	843	830	678
Unaided	216	84	50	52	...
Bombay Division.					
Government	37	12	9	2	3
District Local Board ...	6,211	2,591	2,049	1,269	647
Municipal	2,780	1,491	1,204	873	590
Approved	1,568	699	351	237	129
Total ...	17,867	9,470	7,716	6,196	3,386
Central Division.					
Government	197	122	53	78	53
District Local Board ...	15,647	4,410	2,503	1,424	773
Municipal	7,543	3,050	2,337	1,655	1,043
Approved	2,821	1,719	1,185	784	492
Total ...	26,208	9,301	6,078	3,936	2,361
Northern Division.					
Government	65	40	36	40	24
District Local Board ...	9,068	4,905	4,088	3,099	2,276
Municipal	6,555	2,875	2,306	1,789	1,125
Approved	4,078	1,742	1,324	985	640
Total ...	19,766	9,562	7,704	5,918	4,065
Southern Division.					
Government	154	71	61	78	44
District Local Board ...	10,286	3,642	2,140	1,370	815
Municipal	5,162	1,726	1,247	900	483
Approved	1,605	434	327	268	174
Total ...	17,207	5,873	3,775	2,616	1,516

Girls.					
Total.	Standard V.	Standard VI.	Standard VII.	Total.	Grand Total.
16,184	210	103	10	323	16,507
5,297	136	167	29	332	5,629
402	5	4	...	9	411
63	.....	.....	.....	.....	63
12,767	133	45	4	182	12,949
6,938	242	107	14	363	7,301
2,984	60	25	.....	85	3,069
44,635	786	451	57	1,294	45,929
498	36	40	6	82	580
24,757	230	98	.....	328	25,085
15,628	294	138	2	434	16,062
7,001	170	98	.....	268	7,269
47,884	730	374	8	1,112	48,996
205	18	33	.....	51	256
23,386	962	531	7	1,500	24,886
14,650	488	280	.....	768	15,418
8,769	300	195	.....	495	9,264
47,010	1,768	1,039	7	2,814	49,824
408	21	19	.....	40	448
18,253	188	91	3	282	18,535
9,518	194	80	.....	274	9,792
2,808	17	1	.....	18	2,826
30,987	420	191	3	614	31,601

Management.	Boys.				
	Infants.	Standard I.	Standard II.	Standard III.	Standard IV.
Sind.					
Government	58	27	34	53	43
District Local Boards ...	18,398	7,683	5,752	4,960	4,195
Municipal	7,076	3,053	2,626	2,18	1,957
Approved	12,042	5,348	3,950	2,880	2,254
Total ...	32,574	16,111	12,362	10,079	8,449
Grand Total ...	258,150	144,612	122,770	99,916	86,520

Boys.					
Total.	Standard V.	Standard VI.	Standard VII.	Total.	Grand Total.
215	.....	.....	.....	.....	215
35,988	3,104	1,820	1,393	6,317	42,305
16,898	211	61	50	322	17,220
26,474	469	169	55	693	27,167
79,575	3,784	2,050	1,498	7,332	86,907
711,968	37,075	21,155	15,924	74,154	786,122

Management.	Girls.				
	Infants.	Standard I.	Standard II.	Standard III.	Standard IV.
Sind.					
Government	69	33	37	21	18
District Local Board ...	1,331	439	264	152	112
Municipal	5,026	1,209	843	505	265
Approved	6,657	2,121	1,400	925	407
Total ...	13,083	3,802	2,544	1,603	802
Grand Total ...	94,131	38,008	27,817	20,264	12,130

Girls.					
Total.	Standard V.	Standard VI.	Standard VII.	Total.	Grand Total.
178	13	.....	.....	13	191
2,298	56	18	1	75	2,373
7,848	54	43	1	98	7,946
11,510	155	64	15	234	11,744
21,834	278	125	17	420	22,254
192,350	3,982	2,180	92	6,254	198,604

Examination results of Government, Local Board, Municipal, and approved Primary Schools in the British Districts of the Bombay Presidency.

Standard.	Boys.			Girls.		
	Number of pupils at the time of the annual examination.	Number of pupils promoted.	Percentage.	Number of pupils at the time of the annual examination.	Number of pupils promoted.	Percentage.
Infants ...	211,059	110,732	52·5	52,272	29,070	55·6
I	109,752	85,962	78·3	21,378	16,317	76·3
II	97,740	70,211	71·8	17,105	12,563	73·4
III	80,589	57,954	71·9	12,517	9,403	75·1
IV	65,074	43,534	66·9	7,077	5,062	71·5
V	26,904	17,862	66·4	2,875	2,032	70·7
VI	14,862	9,726	65·4	1,239	806	65·1
VII	7,669	4,467	58·2	112	78	69·6
Total ...	613,649	400,448	65·3	114,575	75,331	65·7

Table showing the number and average pay of full-time teachers in District Local Board and Municipal Primary Schools.

The following table shows the numbers and average pay of Primary Schools in the British Districts of each Division

Names of Divisions and Boards.	Num		
	Trained Head Masters and Mistresses.	Untrained Head Masters and Mistresses.	Trained Assistants and Mistresses.
Men Teachers.			
Bombay Division—			
Local Board	716	881	925
Municipal—			
Bombay City	203	26	427
Mofussil	97	29	283
Central Division—			
Local Board	1,403	2,016	1,899
Municipal	234	72	786
Northern Division—			
Local Board	1,286	152	1,183
Municipal	200	18	612
Southern Division—			
Local Board	1,319	393	1,257
Municipal	127	25	398
Sind—			
Local Board	800	96	681
Municipal	117	9	327
Total (Bombay Presidency)—			
Local Board	5,524	3,588	5,945
Municipal—			
Excluding Bombay City	775	153	2,406
Including Bombay City	978	179	2,833
Women Teachers.			
Bombay Division—			
Local Board	38	20	11
Municipal—			
Bombay City	83	27	232
Mofussil	30	11	37
Central Division—			
Local Board	74	37	41
Municipal	74	4	144
Northern Division—			
Local Board	170	3	119
Municipal	77	1	188

all full-time teachers in District Local Board and Municipal of the Bombay Presidency during the year 1926-27.

ber of		Average pay of				
Untrained Assistants and Mistresses who have passed the Vernacular Final Examination.	Untrained and unpassed Assistants and Mistresses.	Trained Head Masters and Mistresses.	Untrained Head Masters and Mistresses.	Trained Assistants and Mistresses.	Untrained Assistants and Mistresses who have passed the Vernacular Final Examination.	Untrained and unpassed Assistants and Mistresses.
		Rs.	Rs.	Rs.	Rs.	Rs.
403	83	40·4	27·6	29·9	24·8	20·0
513	104	113·8	55·0	94·2	51·1	40·0
287	66	44·9	30·9	33·1	25·7	17·1
1,287	81	40·4	28·2	33·3	19·4	18·6
695	120	48·7	26·1	34·1	22·8	19·5
999	37	43·7	29·3	33·5	23·3	19·8
605	70	46·1	27·2	33·6	24·3	21·3
488	45	47·3	26·1	37·1	22·5	19·4
346	75	53·9	28·5	35·1	21·8	18·4
427	5	50·1	26·9	40·1	24·7	21·0
208	26	54·8	25·0	38·6	24·8	20·6
3,604	251	44·2	27·8	34·4	22·1	19·4
2,141	357	49·3	27·5	34·7	23·6	19·3
2,654	461	62·7	31·5	43·6	28·9	23·9
18	19	41·0	24·4	23·4	19·3	19·4
59	143	120·0	60·0	110·0	50·0	40·0
40	38	49·9	14·3	32·6	21·1	19·3
42	16	41·4	22·1	31·8	20·1	18·9
111	52	44·5	23·0	29·7	23·3	18·8
58	7	48·4	30·0	37·8	23·2	23·5
111	17	49·1	15·0	38·1	24·5	21·1

Names of Divisions and Boards.	Num		
	Trained Head Masters and Mistresses.	Untrained Head Masters and Mistresses.	Trained Assistants and Mistresses.
Women Teachers—contd.			
Southern Division—			
Local Board	159	11	64
Municipal	66	3	61
Sind—			
Local Board	14	6	11
Municipal	59	7	96
Total (Bombay Presidency)—			
Local Board	455	77	246
Municipal—			
Excluding Bombay City...	306	26	526
Including Bombay City...	389	53	758

ber of		Average pay of				
Untrained Assistants and Mistresses who have passed the Vernacular Final Examination.	Untrained and unpassed Assistants and Mistresses.	Trained Head Masters and Mistresses.	Untrained Head Masters and Mistresses.	Trained Assistants and Mistresses.	Untrained Assistants and Mistresses who have passed the Vernacular Final Examination.	Untrained and unpassed Assistants and Mistresses.
		Rs.	Rs.	Rs.	Rs.	Rs.
27	17	43·6	24·3	31·6	23·4	17·8
42	48	46·3	18·3	34·9	22·9	18·1
5	14	52·1	23·3	33·6	29·0	20·0
45	94	48·5	26·4	35·1	25·3	21·2
150	73	45·1	23·4	34·4	22·1	19·4
349	244	47·4	19·4	34·5	23·6	19·8
403	387	62·9	40·1	57·6	27·4	27·3

SUBSIDIARY FORM No. 1.

ARTS COLLEGES.

SUBSIDIARY FORM

Statistical Return of Colleges in the British Districts of the

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on rolls on		
		Reading for the First Year Arts, Inter Arts or Inter Science.	Reading for a degree, *e.g.*, B. A., B. Sc., B. E., B. Ag., etc.	Reading for a Higher degree, *e.g.*, M. A., M. Com., LL. M., M. D., etc.
1	2	3	4	5
Bombay—				
University School of Economics and Sociology, Bombay	1	...	...	43
ARTS COLLEGES.				
Government.				
Bombay—				
Elphinstone College, Bombay ...	1	255	146	14
Poona—				
Deccan College, Poona	1	158	68	10
Ahmedabad—				
Gujarat College, Ahmedabad	1	493	201	1
Dharwar—				
Karnatak College, Dharwar	1	395	96	...
Total ...	4	1,301	511	25
Bombay—				
Royal Institute of Science	1	62	93	30
Aided.				
Bombay—				
Wilson College, Bombay	1	551	221	33
St. Xavier's College, Bombay ...	1	715	230	12
Poona—				
Fergusson College, Poona	1	820	412	29
New Poona College	1	280	156	10
Surat—				
M. T. B. Arts College, Surat	1	207	61	...
Karachi—				
D. J. Sind College, Karachi	1	389	223	5
Hyderabad—				
Sind National College	1	106	...	...
Total ...	7	3,068	1,303	89
Unaided.				
Nasik—				
Gokhale Education Society's H. P. T. Arts College, Nasik	1	104	12	...
Satara—				
Willingdon College, Kupwad (Sangli) ...	1	245	140	1
Total ...	2	349	152	1
Total Arts Colleges ...	14	4,780	2,059	145

No. 1.

Bombay Presidency for the Official Year 1926-27.

31st March 1927.				Expenditure.				
Reading for an additional degree, *e.g.*, LL.B., B.T., etc.	Total.	Average Monthly Number.	Average Daily Attendance.	Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.
6	7	8	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.
...	43	56	25	42,482	...	...	850	...
...	415	413	375	80,383	...	...	58,750	18,905
...	236	233	228	1,30,600	...	...	25,560	..
...	695	685	644	53,173	...	...	83,390	39,285
...	491	487	401	54,308	...	...	55,813	8,066
...	1,837	1,818	1,648	3,18,464	...	...	2,23,513	66,256
...	185	191	177	69,825	...	...	22,682	71,520
...	805	810	706	41,140	...	...	1,18,205	...
...	957	899	838	49,751	...	...	1,69,454	...
...	1,261	1,245	1,027	34,725	...	...	1,50,486	...
...	446	436	348	17,143	...	...	40,932	1,294
...	268	261	215	8,757	...	...	31,245	...
...	617	571	558	30,174	2,800	11,075	77,855	21,273
...	106	99	72	5,310	2,000	6,000	17,542	5,705
...	4,460	4,321	3,764	1,87,000	4,800	17,075	6,05,719	28,272
...	116	118	108	...	...	...	16,206	6,220
...	386	374	356	...	..	...	33,278	...
...	502	492	464	...	...	...	49,484	6,220
...	6,984	6,822	6,053	5,75,289	4,800	17,075	9,01,398	1,72,268

SUBSIDIARY FORM No. 1—*contd.*

District and Name or Class or Institutions.	Expenditure—*concld.*		Annual cost of educating each student.	
	Subscription and other sources.	Total.	Total cost.	Cost to Government.
1	15	16	17	18
Bombay—	Rs.	Rs.	Rs.	Rs.
University School of Economics and Sociology, Bombay	...	43,332	774	759
ARTS COLLEGES.				
Government.				
Bombay—				
Elphinstone College, Bombay... ...	1,981	1,60,019	387	195
Poona—				
Deccan College, Poona	...	1,56,160	670	560
Ahmedabad—				
Gujarat College, Ahmebabad	...	1,75,848	257	78
Dharwar—				
Karnatak College, Dharwar	742	1,18,929	244	112
Total ...	2,723	6,10,956	336	175
Bombay—				
Royal Institute of Science	2,608	1,66,635	872	366
Aided.				
Bombay—				
Wilson College, Bombay	45,355	2,04,700	253	51
St. Xavier's College, Bombay	53,073	2,72,278	303	55
Poona—				
Fergusson College, Poona	33,889	2,19,100	176	28
New Poona College	19,414	78,783	180	39
Surat—				
M. T. B. Arts College, Surat	19,332	59,334	227	34
Karachi—				
D. J. Sind College, Karachi	50,289	1,98,466	339	53
Hyderabad—				
Sind National College	12,983	49,540	500	53
Total ...	2,34,335	10,77,201	252	43
Unaided.				
Nasik—				
Gokhale Education Society's H. P. T. Arts College, Nasik	7,077	29,503	250	...
Satara—				
Willingdon College, Kupwad (Sangli) ...	344	33,622	90	...
Total ...	7,421	63,125	128	...
Total Arts Colleges ...	2,47,087	19,17,917	281	84

SUBSIDIARY FORM No. 1—*contd.*

PROFESSIONAL COLLEGES.

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on		
		Reading for the First Year Arts, Inter Arts or Inter Science.	Reading for a Degree, *e.g.*, B. A., B. Sc., B. E., B. Ag., etc.	Reading for a Higher Degree, *e.g.*, M. A., M. Com., LL.M., M. D., etc.
1	2	3	4	5
PROFESSIONAL COLLEGES.				
Government.				
Bombay—				
Government Law College, Bombay ...	1	...	...	...
Grant Medical College	1	140	372	...
Sydenham College of Commerce and Economics	1	132	132	5
Secondary Training College	1	...	...	...
Poona—				
College of Engineering	1	149	35	...
Agricultural College	1	103	98	...
Total ...	6	524	643	5
Municipal.				
Bombay—				
Seth G. S. Medical College	1	69	31	...
Aided.				
Karachi—				
N. E. D. Civil Engineering College ...	1	120	23	...
Unaided.				
Poona—				
Law College	1	...	...	...
Karachi—				
Law College	1	...	...	...
Total ...	2	...	...	...
Total, Professional Colleges ...	10	713	697	5

No. 1—*contd.*

31st March 1927.				Expenditure.				
Reading for an additional degree, *e.g.*, LL.B., B.T., etc.	Total.	Average Monthly Number.	Average daily attendance.	Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.
6	7	8	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.
498	498	460	390	...	...	...	52,575	...
...	518	539	492	1,99,451	...	...	1,39,364	4,999
...	269	270	218	27,342	...	...	37,985	18,499
48	48	49	45	64,702	...	...	...	...
...	184	182	142	1,67,680	...	...	27,775	...
...	201	210	184	1,26,434	...	...	9,420	...
546	1,718	1,710	1,471	5,85,609	...	...	2,67,119	23,498
...	100	95	90	...	...	1,63,066	33,506	240
...	143	120	120	32,000	...	13,750	26,800	1,702
467	467	467	351	...	...	...	17,307	...
59	59	59	58	...	...	...	9,375	...
526	526	526	409	...	...	...	26,682	...
1,072	2,487	2,451	2,090	6,17,609	...	1,76,816	3,54,107	25,440

SUBSIDIARY FORM No. 1—*concld.*

District and Name or Class of Institutions.	Expenditure—*contd.*		Annual cost of educating each student.	
	Subscription and other sources.	Total.	Total cost.	Cost to Government.
1	15	16	17	18
PROFESSIONAL COLLEGES.	Rs.	Rs.	Rs.	Rs.
Government.				
Bombay—				
Government Law College, Bombay ...	...	52,575	114	...
Grant Medical College	58	3,43,872	638	370
Sydenham College of Commerce and Economics	23	83,849	310	101
Secondary Training College	...	64,702	1,320	1,320
Poona—				
College of Engineering	3,026	1,98,481	1,090	921
Agricultural College	...	1,35,854	647	602
Total ...	3,107	8,79,333	514	342
Municipal				
Bombay—				
Seth G. S. Medical College ...	...	1,96,812	2,072	...
Aided.				
Karachi—				
N. E. D. Civil Engineering College ...	13,313	87,565	730	267
Unaided.				
Poona—				
Law College	...	17,807	37	...
Karachi—				
Law College	36,417	45,792	776	...
Total ...	36,417	63,099	120	...
Total, Professional Colleges ...	52,837	12,26,809	501	252

SUBSIDIARY FORM No. 2.

SUBSIDIARY

Statistical Return of High and Middle Schools

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS.						
ANGLO-VERNACULAR.						
Government.						
Bombay—						
Elphinstone High School ...	1	507	393	900	904	857
Thana—						
B. J. High School ...	1	220	103	323	325	313
Ratnagiri—						
Ratnagiri High School ...	1	261	...	261	251	233
Nasik—						
Nasik High School ...	1	332	219	551	559	500
Poona—						
Anglo-Urdu High School, Poona	1	79	92	171	168	148
Satara—						
High School, Satara ...	1	272	178	450	455	413
Sholapur—						
Northcote High School, Sholapur.	1	241	182	423	433	392
East Khandesh—						
G. S. High School, Jalgaon.	1	254	94	348	337	307
West Khandesh—						
Garud High School, Dhulia ...	1	234	170	404	396	358
Ahmedabad—						
R. C. High School, Ahmedabad.	1	281	...	281	272	260
Kaira—						
Government High School, Nadiad.	1	191	94	285	286	275
Panch Mahals—						
Telang High School, Godhra ...	1	134	103	237	233	219
Broach—						
R. S. Dalal High School, Broach.	1	234	133	367	347	340
Surat—						
Sorabji J. J. High School, Surat	1	269	...	269	269	249
Dharwar—						
Dharwar High School ...	1	232	96	328	320	302
Anglo-Urdu High School, Hubli.	1	82	82	164	166	144
Belgaum—						
Sirdars' High School, Belgaum.	1	240	163	403	412	352
Bijapur—						
Bijapur High School ...	1	211	147	358	358	292
Kanara—						
Karwar High School ...	1	289	...	289	275	259

FORM No. 2.

(English) for Boys for the Official Year 1926-27.

Expenditure.							Annual cost of educating each pupil.		Drawing grant.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
50,570	...	...	48,106	...	...	98,676	109	56	...
22,036	...	...	13,280	...	...	35,316	109	68	...
16,445	...	...	11,414	...	...	27,859	111	66	...
24,911	...	...	20,174	...	...	45,085	81	43	...
20,228	...	...	5,193	...	...	25,421	151	120	...
19,027	...	...	16,479	...	...	35,506	78	42	...
30,361	...	...	15,770	...	...	46,131	107	70	...
20,736	...	...	14,505	...	...	35,241	105	62	...
23,471	...	...	15,464	...	...	38,935	98	59	...
18,156	...	...	12,921	...	136	31,213	115	67	...
23,556	...	...	10,208	...	...	33,764	118	82	...
14,591	...	7	8,405	130	320	23,453	101	63	...
22,462	...	...	14,529	128	10	37,129	107	65	...
16,995	...	...	12,127	...	10	29,132	108	64	...
27,111	...	...	14,067	...	5	41,183	129	85	...
20,762	...	...	5,930	...	12	26,704	161	125	...
31,459	...	...	15,750	...	...	47,209	115	76	...
28,474	...	...	13,231	...	165	41,870	119	81	...
27,017	...	...	11,580	...	668	39,265	143	98	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Government—contd.						
Karachi—						
N. J. High School, Karachi ...	1	545	...	545	604	586
Hyderabad—						
High School, Hyderabad ...	1	214	176	390	389	356
Nawabshah—						
Naushahro Madressah and High School.	1	101	95	196	205	186
Thar and Parkar—						
Mirpurkhas Madressah and High School.	1	54	93	147	137	115
Sukkur—						
High School, Shikarpur ...	1	172	109	281	278	261
Larkana—						
High School, Larkana ...	1	226	173	399	413	397
Total ...	25	5,375	2,395	8,770	8,787	8,114
District Local Board.						
Nawabshah—						
High School, Tharushah ...	1	139	113	252	251	232
Municipal.						
Poona—						
A. V. School, Lonavla ...	1	26	72	98	103	86
Sholapur—						
V. J. High School, Pandharpur.	1	229	168	397	399	346
A. V. School, Barsi ...	1	89	67	156	131	125
Ahmednagar—						
Sir D. M. Petit High School, Sangamner.	1	192	119	311	316	289
East Khandesh—						
D. S. High School, Bhusawal...	1	126	250	376	360	341
Ahmedabad—						
Birla High School, Dhandhuka.	1	64	88	152	155	141
Kaira—						
Edward Memorial High School, Kaira.	1	103	144	247	230	215
Municipal High School, Kapadvanj.	1	111	182	293	286	266
Broach—						
Municipal High School, Ankleshwar.	1	76	114	190	202	187
Municipal High School Jambusar.	1	66	99	165	158	146

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Drawing grant.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
34,030	...	...	49,432	...	42	83,504	73	30	...
16,226	...	...	14,132	...	4	30,362	78	42	...
12,044	...	...	6,606	...	...	18,650	91	59	...
10,475	...	...	4,305	...	...	14,780	108	76	...
15,089	...	...	10,797	...	...	25,886	93	54	...
17,980	...	...	16,369	...	2	34,351	83	44	...
5,64,212	...	7	3,80,774	258	1,374	9,46,625	108	64	...
3,341	1,700	...	9,179	...	1,713	15,933	64	13	160
1,145	...	3,502	1,820	...	...	6,467	62	11	...
3,251	...	2,752	11,410	...	...	17,413	44	8	114
755	...	3,340	3,283	...	...	7,378	56	6	...
3,314	...	500	7,326	...	...	11,140	35	10	152
4,601	...	4,766	9,622	...	2,619	21,608	60	13	148
2,533	...	2,419	5,055	...	2,861	12,868	83	16	80
3,042	...	600	7,358	153	1,337	12,490	54	13	121
2,896	...	1,067	8,718	...	37	12,718	44	10	85
3,835	...	4,141	5,602	35	3	13,616	67	19	114
1,562	...	2,829	4,877	...	51	9,319	59	10	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the Rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Municipal—contd.						
Dharwar—						
Lamington High School, Hubli	1	241	247	488	514	421
Municipal High School, Gadag	1	279	206	485	555	420
Municipal High School, Haveri	1	47	73	120	116	98
Municipal High School, Ranebennur	1	69	94	163	159	123
Belgaum—						
Municipal High School, Gokak	1	71	72	143	144	123
Municipal High School, Nippani	1	88	95	183	180	159
Kanara—						
Municipal High School, Sirsi	1	74	79	153	152	118
Sukkur—						
Tilak High School, Sukkur	1	279	117	396	382	335
High School, Rohri	1	135	...	135	132	123
Upper Sind Frontier—						
High School, Jacobabad	1	119	123	242	243	207
Total	20	2,484	2,409	4,893	4,917	4,264
Aided.						
Bombay—						
Israelite High School, Mazgaon	1	68	107	175	184	149
Wilson High School, Girgaum	1	308	211	519	505	453
Robert Money School, Girgaum	1	229	198	427	411	366
Chikitsak Samooha High School, Girgaum	1	201	158	359	349	327
Maratha High School, Girgaum	1	170	141	311	303	244
Anjuman-i-Islam High School, Esplanade	1	94	131	225	223	187
B. J. Parsi Charitable Institution, Charni Road	1	126	204	330	330	298
Sir J. J. Parsi Benevolent Institution, Fort	1	132	136	268	271	239
Esplanade High School, Frere Road	1	281	281	562	568	525
Fort and Proprietary High School, Frere Road	1	114	64	178	181	154
New Bombay High School, Chira Bazar	1	36	54	90	94	77
Gokuldas Tejpal High School, Bhuleshwar	1	212	317	529	546	498
Proprietary and Fort High School, Grant Road	1	66	107	173	177	154

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Drawing grant.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
6,511	...	...	13,094	...	...	19,605	38	13	224
5,769	...	1,522	16,864	...	...	24,155	44	10	120
790	...	1,960	3,223	...	8	5,981	52	7	...
1,647	...	3,007	5,685	...	87	10,426	66	10	...
1,448	...	4,907	5,515	...	838	12,708	88	10	...
1,677	...	3,169	3,910	...	...	8,756	49	9	...
1,054	...	1,653	3,743	...	11	6,461	43	7	...
7,606	...	22,897	11,355	...	13	41,871	110	20	206
3,715	...	4,045	4,562	...	2	12,324	93	28	151
4,062	500	7,768	5,156	...	62	17,548	72	17	127
61,213	500	76,844	1,38,178	188	7,924	2,84,847	58	13	1,642
4,700	...	...	3,923	182	9,450	18,255	99	26	127
14,389	...	...	25,726	...	16,204	56,319	112	28	287
8,534	...	...	15,420	623	13,112	37,689	92	21	236
4,992	...	...	13,060	...	...	18,052	52	14	164
5,567	...	...	12,370	...	1,183	19,120	68	18	241
6,800	...	...	3,732	609	15,460	26,601	119	30	195
7,547	...	...	...	17,528	...	25,075	76	23	185
10,300	...	...	376	9,588	6,764	27,028	100	38	171
17,537	...	...	36,751	...	8,664	62,952	111	31	...
6,062	...	...	12,017	168	3,275	21,522	19	33	...
2,500	...	...	4,919	...	4,485	11,904	127	27	...
8,177	...	...	17,667	9,164	4,322	39,330	72	15	191
4,579	...	...	11,745	...	1,854	18,178	103	26	7

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
Bombay—						
General Education Institute, Dadar.	1	292	356	648	649	567
King George English School, Dadar.	1	386	484	870	880	764
American Mission High School, Byculla.	1	81	127	208	200	147
Gokhale Education Society's Seth D. G. T. High School, Girgaum.	1	211	164	375	371	326
Ram Mohan English School, Girgaum.	1	98	120	218	218	193
Gokhale Education Society's Parel High School, Lalbag.	1	127	181	308	319	257
Thana—						
N. M. Wadia High School, Nargol.	1	69	...	69	68	60
K. D. High School, Chinchani.	1	115	95	210	210	168
New High School, Bassein ...	1	101	124	225	225	197
G. E. Institute's English School, Kalyan.	1	167	184	351	338	306
G. E. Institute's M. H. High School, Thana.	1	149	264	413	415	363
Gokhale Education Society's S. P. H. High School, Bordi.	1	97	63	160	160	133
Kolaba—						
John Elphinstone High School, Alibag.	1	120	78	198	200	183
Private High School, Pen ...	1	49	61	110	114	89
K. E. Society's High School, Mahad.	1	73	95	168	171	139
Do. Mehendale High School, Roha.	1	67	76	143	138	116
Do. V. K. High School, Panvel.	1	126	152	278	271	241
Ratnagiri—						
Private High School, Rajapur	1	118	126	244	250	219
United English School, Chiplun.	1	124	92	216	218	191
S. P. G. Mission High School, Dapoli.	1	62	69	131	139	122
A. S. Desai High School, Malwan.	1	266	173	439	453	405

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Drawing grant.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
8,531	...	...	22,763		661	31,955	49	13	243
12,803	...	...	25,606		4,663	43,072	48	15	227
3,526	...	...	5,782	...	6,356	15,664	78	18	168
6,110	...	...	16,937	...	4,029	27,076	73	16	184
3,500	...	...	7,992	...	5,360	16,852	77	16	184
2,895	...	...	10,465	...	3,870	17,230	54	9	...
3,800	...	...	2,661	3,043	11,823	21,327	314	56	195
3,925	...	...	7,114	1,080	1,647	13,766	67	19	...
3,660	...	1,050	8,763	...	86	13,559	60	16	272
2,176	...	500	10,437	...	...	13,113	39	6	223
4,110	...	...	14,504	...	...	18,614	45	10	94
2,130	...	...	5,144	...	8,007	15,281	96	13	...
4,419	...	...	5,924	...	3,389	13,732	69	22	208
1,980	...	500	3,431	212	1,177	7,300	64	17	142
2,160	...	...	5,308	....	1,897	9,365	55	13	272
2,358	...	250	4,949	...	2,412	9,969	72	17	...
2,300	...	1,000	8,594	...	1,422	13,316	49	8	91
4,387	...	100	9,234	1,592	288	15,601	62	18	273
2,425	...	500	7,263	...	...	10,188	47	11	152
3,215	...	...	4,191	...	2,100	9,506	68	23	...
6,444	...	...	12,480	3,288	358	22,570	50	19	371

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
Ratnagiri—						
A. P. Mission High School, Vengurla.	1	92	96	188	191	161
George V English School, Vengurla.	1	164	138	302	302	285
Nasik—						
Zoroastrian Boarding School, Deolali.	1	81	49	130	133	125
Shikshan Prasarak Mandali's New English School, Nasik.	1	304	324	628	616	543
Nasik Education Society's St. George's High School, Nasik.	1	129	124	253	254	229
Poona—						
New English School, Poona ...	1	1,100	827	1,927	1,921	1,722
Nutan Marathi Vidyalaya High School, Poona.	1	907	842	1,749	1,760	1,584
M. E. Society's High School, Poona.	1	359	357	716	735	624
Shri Shivaji Maratha High School, Poona.	1	134	195	329	347	290
Camp Education Society's High School, Poona.	1	131	186	317	340	278
Sardar Dastur Hoshang Boys' High School, Poona.	1	88	56	144	150	138
Private English High School, Junnar.	1	76	86	162	158	140
M. E. Society's High School, Baramati.	1	120	92	212	209	176
Satara—						
D. E. Society's New English School, Satara.	1	435	276	711	694	639
Dravid High School, Wai ...	1	165	179	344	339	311
Parsi High School, Panchgani .	1	72	43	115	124	116
Darul Uloom Muslim High School, Panchgani.	1	26	23	49	45	37
Sholapur—						
Shikshan Prasarak Mandal's H. D. High School, Sholapur.	1	348	399	747	743	658
Ahmednagar—						
Education Society's High School, Ahmednagar.	1	447	...	447	437	381
American Mission Boys' High School, Ahmednagar.	1	181	148	329	339	292
S. P. G. Mission Boys' High School, Ahmednagar.	1	48	73	121	136	113

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Drawing Grant
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and all other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,207	...	...	3,073	...	4,179	10,459	55	17	249
2,775	...	...	7,539	...	3,122	13,436	44	9	209
3,450	...	...	6,441	...	4,031	13,922	105	26	...
5,299	...	...	18,001	...	17	23,317	38	9	275
2,425	...	...	5,407	...	874	8,706	34	10	7
21,704	...	...	57,386	...	1,453	80,543	42	11	284
23,867	...	...	50,600	...	14,243	88,710	50	13	247
10,120	...	...	18,300	...	4,593	33,013	45	14	159
4,737	...	...	7,412	...	2,362	14,511	42	14	61
3,094	...	...	10,577	...	3,352	17,023	50	9	80
2,845	...	...	7,329	3,662	2,411	16,247	108	19	97
2,921	...	200	5,068	...	1,254	9,443	60	18	...
2,719	...	2,000	5,623	...	1,273	11,615	56	13	57
10,011	...	...	20,260	...	2,742	33,013	47	14	261
4,503	...	360	9,281	1,500	377	16,021	47	13	182
1,700	...	...	13,095	...	11,553	26,348	229	15	...
1,150	...	...	1,932	10,625	...	13,707	305	25	...
9,784	...	...	28,089	...	1,459	39,332	38	13	176
5,875	...	600	15,370	...	...	21,845	49	13	251
8,550	...	...	8,023	...	12,094	28,667	85	25	250
2,468	...	...	409	...	5,543	8,420	62	18	124

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
East Khandesh—						
New English School, Jalgaon...	1	258	303	561	548	440
High School, Erandol ...	1	60	57	117	123	115
A. B. High School, Chalisgaon .	1	89	93	182	175	162
K. E. Society's High School, Amalner.	1	204	212	416	411	365
West Khandesh—						
J. R. City High School, Dhulia.	1	220	228	448	459	442
Ahmedabad—						
Tutorial High School, Ahmedabad.	1	593	613	1,206	1,190	1,100
J. L. New English School, Ahmedabad.	1	227	223	450	457	387
City High School, Ahmedabad.	1	554	463	1,017	910	823
Model High School, Ahmedabad.	1	251	299	550	562	494
I. P. Mission High School, Ahmedabad.	1	64	103	167	173	152
M. J. High School, Viramgam .	1	102	222	324	328	288
Kaira—						
Jubilee Institution, Umreth ...	1	159	254	413	426	409
New English School, Nadiad ...	1	299	506	805	776	741
Sansthan English School, Dakore.	1	108	151	259	260	239
Panch Mahals—						
New English School, Dohad ...	1	60	138	198	207	184
Broach—						
Union High School, Broach ...	1	111	221	332	343	308
Narmada English School, Shukaltirth.	...	...	...	...	...	...
Surat—						
I. P. Mission High School, Surat.	1	137	142	279	297	257
T. and T. V. Sarvajanik High School, Surat.	1	435	564	999	1,007	932
Union High School, Surat ...	1	273	422	695	705	619
Sir J. J. English School, Surat.	1	98	118	216	217	208
D. C. Omrigar Sarvajanik High School, Pardi.	1	86	25	111	107	96
M. E. M. Pipardiwala High School, Rander.	1	117	96	213	218	193
Bai Avabai High School, Bulsar.	1	322	...	322	331	312
Mandvi High School, Mandvi...	1	60	62	122	124	112
D. E. Italia High School, Chikhli.	1	69	72	141	143	115

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each Pupil.		Drawing Grant.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,573	...	...	13,646	...	2,313	19,532	36	7	172
2,000	...	300	3,787	1,156	...	7,243	59	16	30
2,459	...	700	6,415	...	3,373	12,947	74	14	84
...	...	1,200	12,244	...	12,525	25,969	63	...	...
4,469	1,000	2,000	11,504	823	256	20,052	44	10	185
7,172	...	...	42,541	...	6,474	56,187	47	6	84
5,625	...	...	13,908	...	1,055	20,588	45	12	151
2,798	...	...	36,369	...	6,851	46,018	51	3	...
3,254	...	...	16,741	...	...	19,995	36	6	...
2,663	...	...	5,186	6,620	...	14,469	84	15	...
5,504	...	2,500	6,776	1,310	3,526	19,616	60	16	104
4,804	...	...	13,275	...	...	18,079	42	11	27
5,557	...	...	20,242	...	...	25,799	33	7	130
3,277	...	450	4,055	1,200	2,263	11,245	43	13	229
1,976	...	1,800	6,023	...	864	10,663	52	10	81
4,951	...	...	8,856	...	5,245	19,052	56	14	161
...	...	...	...	...	...	...	...	...	93
5,594	...	...	9,453	...	4,295	19,342	65	19	100
13,738	...	...	34,303	...	8,993	57,034	57	14	185
9,226	...	...	23,988	...	3,526	36,740	52	13	88
3,139	...	...	1,101	3,013	6,571	13,824	64	14	135
2,195	...	...	4,480	...	3,461	10,136	95	21	161
3,573	...	...	4,431	4,025	...	12,029	55	16	60
6,065	...	...	13,058	294	29	19,446	59	18	189
1,560	267	...	4,115	...	3,782	9,724	78	13	...
1,255	267	...	3,961	2,767	1,057	9,307	65	9	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—concld.						
Dharwar—						
K. E. Mission High School, Dharwar.	1	80	55	135	132	130
New English School, Dharwar.	1	216	151	367	353	300
Karnatak High School, Dharwar.	1	135	73	208	183	162
Karnatak Lingayat Education Society's High School, Dharwar.	1	184	91	275	281	245
New English School, Hubli ...	1	164	168	332	360	283
Belgaum—						
Beynon Smith High School, Belgaum.	1	347	292	639	631	535
Gilganchi Artal High School, Belgaum.	1	205	77	282	243	200
Jadhavjee High School, Athani.	1	89	99	188	198	170
K. R. E. Society's New English School, Ainapur.	1	60	60	120	122	104
Bijapur—						
Basweshwar High School, Bagalkot.	1	159	109	268	216	184
P. D. J. High School, Bijapur.	1	166	153	319	332	272
Shri Siddeshwar High School, Bijapur.	1	98	107	205	219	147
Kanara—						
Edward School, Ankola ...	1	72	86	158	158	148
Gibb High School, Kumta ...	1	112	99	211	205	199
St. Thomas High School, Honnavar.	1	153	112	265	262	229
Karachi—						
Sind Madressah, Karachi ...	1	359	567	926	963	849
C. M. S. High School, Karachi.	1	199	281	480	573	470
Bai Virbaiji Soparivala High School, Karachi.	1	92	85	177	190	177
Model High School, Karachi ...	1	121	159	280	280	257
Hyderabad—						
N. H. Academy, Hyderabad ...	1	434	266	700	671	651
N. V. High School, Hyderabad.	1	291	342	633	649	555
Nawabshah—						
K. C. Academy, Bhiria ...	1	124	87	211	216	190
Sukkur—						
Shikarpur Academy ...	1	138	328	466	464	418
Total ...	103	19,296	19,140	38,436	38,520	34,062

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Drawing grant.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and all other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
3,162	...	...	3,372	...	5,295	11,829	90	24	171
3,967	...	...	10,911	...	5,350	20,228	57	11	111
2,000	...	...	7,686	...	1,300	10,986	60	11	...
3,558	...	...	11,603	...	3,683	18,844	67	13	50
5,219	...	150	9,912	...	3,115	18,396	51	14	127
9,293	...	...	19,984	...	3,685	32,962	52	15	275
4,920	...	...	9,527	...	2,580	17,027	70	20	27
1,319	...	...	5,667	...	1,597	8,583	43	7	90
1,346	...	...	3,654	...	1 451	6,451	53	11	24
1,721	...	1,200	7,197	674	...	10,792	50	8	138
4,328	...	500	10,381	...	3,898	19,107	59	13	177
3,030	...	500	5,565	...	3,639	12,734	58	18	197
1,204	...	...	5,584	...	...	6,788	43	8	...
4,698	...	...	8,564	...	2,288	15,550	76	23	188
3,368	...	...	8,172	...	522	12,062	46	13	162
60,000	...	4,500	15,178	...	...	79,678	83	62	164
11,397	...	...	17,452	4,800	3,780	37,429	65	20	146
7,314	...	600	7,169	7,041	4,776	26,900	162	39	221
8,227	...	693	9,971	...	...	18,891	67	29	...
12,202	...	1,000	32,164	...	271	45,637	68	18	244
10,305	...	1,000	26,244	...	2,350	39,899	62	16	175
4,849	200	...	9,880	13	5,995	21,287	98	22	184
4,339	...	1,500	12,363	...	408	18,610	40	9	...
5,99,935	2,034	27,653	12,35,121	96,600	3,53,692	23,15,035	60	16	13,385

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*concld.*						
Recognised.						
Bombay—						
Bharda New High School, Fort	1	1,278	899	2,177	2,142	1,979
M. K. Nath Bhatia High School, Fort.	1	108	118	226	229	191
J. N. Petit Parsee Orphanage, Parel.	1	118	180	298	280	254
Aryan Education Society's High School, Girgaum.	1	529	461	990	1,010	879
Imperial High School, Grant Road.	1	197	158	355	375	305
Master's Tutorial High School, Gowalia Tank Road.	1	413	253	666	647	580
Babu Pannalal Jain High School, Princess Street.	1	64	129	193	202	171
Marwadi Vidyalaya, Sandhurst Road.	1	133	77	210	210	175
Thana—						
Parle Tilak Vidyalaya, Ville Parle.	1	81	109	190	175	156
Nasik—						
New Parsi Boarding School, Nasik.	1	51	27	78	73	70
Poona—						
Bharat High School, Poona ...	1	76	125	201	186	152
Satara—						
Hindu High School, Panchgani.	1	47	29	76	67	60
Tilak High School, Karad ...	1	166	114	280	269	244
Ahmedabad—						
Proprietary High School, Ahmedabad.	1	318	447	765	753	664
New High School, Ahmedabad.	1	401	264	665	657	592
Modasa Educational Society, Modasa.	1	206	...	206	206	182
Kaira—						
Edward Memorial High School, Borsad.	1	98	147	245	248	224
Broach—						
Pioneer High School, Broach ...	1	110	169	279	242	210
Total ...	18	4,394	3,706	8,100	7,971	7,088
Total of all Anglo-Vernacular High Schools.	167	32,188	28,263	60,451	60,446	53,760

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Drawing grant.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and all other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	1,86,385	...	5,667	1,92,052	90	...	...
...	...	...	1,872	15,218	...	17,090	75	...	...
...	...	...	2,644	21,504	...	24,148	86	...	...
...	...	...	41,690	...	...	41,690	41	...	...
...	...	...	27,824	...	...	27,824	74	...	...
...	...	...	47,444	...	560	48,004	76	...	44
...	...	...	...	15,768	...	15,768	78	...	...
...	...	...	5,159	...	13,017	18,176	87	...	...
...	...	...	7,000	1,200	6,250	14,450	83	...	...
...	...	...	5,260	...	5,973	11,233	154	...	...
...	...	...	4,743	...	3,519	8,262	44	...	...
...	...	...	6,170	...	9,129	15,299	228	...	...
...	...	...	8,282	...	4,021	12,303	46	...	...
...	...	...	24,579	...	13,690	38,269	51	...	...
...	...	...	21,500	...	7,634	29,134	44	...	...
...	...	...	6,826	...	5,241	12,067	59	...	...
...	...	...	7,976	2,716	201	10,893	44	...	...
...	...	...	6,829	...	9,005	15,834	65	...	...
...	...	...	4,12,183	56,406	83,907	5,52,496	69	...	44
12,28,701	4,234	1,04,504	21,75,435	1,53,452	4,48,610	41,14,936	68	21	15,231

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average Daily Attendance.
		In High Stage.	In Middle Stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
EUROPEAN SCHOOLS.						
Aided.						
Bombay—						
Cathedral and John Connon Boys' High School, Fort.	1	44	250	294	272	249
St. Mary's High School, Mazgaon.	1	44	302	346	318	266
Bombay Education Society's School, Byculla.	1	41	244	285	267	221
Scottish Orphanage, Mahim	1		66	66	59	48
Nasik—						
Barnes' Boys' High School, Deolali.	1	42	139	181	170	167
Poona—						
Bishop's High School, Poona.	1	15	95	110	105	96
Satara—						
Boys' High School, Panchgani.	1	16	64	80	68	53
Karachi—						
Grammar School, Karachi	1	15	133	148	142	121
Total	8	217	1,293	1,510	1,408	1,221
ENGLISH-TEACHING SCHOOLS.						
Aided.						
Bombay—						
St. Xavier's High School, Bombay.	1	99	1,084	1,183	1,252	1,156
Antonio DaSilva High School, Dadar.	1	107	566	673	702	588
Antonio DeSouza's High School, Byculla.	1	37	455	492	499	417
St. Michael's High School, Mahim.	1	22	310	332	294	253
Catholic Edcl. Institute, Bombay.	1	19	156	175	262	210
Thana—						
St. Andrew's High School, Bandra.	1	48	420	468	451	405
St. Stanislaus Institution, Bandra.	1	47	720	767	760	677
Poona—						
St. Vincent's High School, Poona.	1	50	353	403	388	356

FORM No. 2—*contd.*

Expenditure							Annual cost of educating each pupil.		Drawing grants.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and all other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
40,627	...	...	38,616	5,237	5,605	90,085	323	145	130
19,668	...	...	13,877	...	19,783	53,328	168	162	205
16,344	...	...	25,981	...	14,356	56,681	212	61	178
6,676	...	...	1,840	5,280	4,176	17,972	305	113	...
22,299	...	...	22,318	5,001	8,561	58,179	342	131	79
12,120	...	...	10,200	698	4,128	27,146	258	115	187
9,530	...	...	10,085	...	2,426	22,041	324	140	...
14,073	...	800	10,034	...	6,862	31,769	224	99	167
1,41,337	...	800	1,32,951	16,216	65,897	3,57,201	254	100	946
27,900	...	...	63,153	627	2,303	96,983	75	22	228
11,100	...	...	26,131	2,331	...	39,562	66	16	216
11,681	...	...	23,166	49	4,628	39,524	79	24	192
6,000	...	...	9,737	...	13,403	29,140	99	20	90
950	...	...	8,124	...	17,122	26,196	100	4	...
9,300	...	362	17,545	...	4,933	32,140	71	21	120
14,000	...	...	20,580	...	20,723	55,303	73	18	104
10,245	...	...	18,102	...	2,703	31,050	80	26	87

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average Daily Attendance.
		In High Stage.	In Middle Stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*concld.*						
ENGLISH-TEACHING SCHOOLS—*concld.*						
Aided—concld.						
Belgaum—						
St. Paul's High School, Belgaum.	1	31	339	370	369	345
Karachi—						
St. Patrick's High School, Karachi.	1	58	607	665	678	587
Total ...	10	518	5,010	5,528	5,655	4,994
Recognised.						
Bombay—						
Sir Jacob Sassoon Free High School, Byculla.	1	16	298	314	299	224
Poona—						
St. Helena's High School, Poona.	1	29	208	237	231	189
Total ...	2	45	506	551	530	413
Total, English-teaching Schools .	12	563	5,516	6,079	6,185	5,407
Grand Total of all High Schools.	187	32,968	35,072	68,040	68,039	60,388
MIDDLE SCHOOLS.						
ANGLO-VERNACULAR.						
Government.						
Ahmedabad—						
Government Middle School, Ahmedabad.	1	...	232	232	242	232
Surat—						
Government Middle School, Surat.	1	...	203	203	209	198
Karachi—						
Middle School (N. J. High School) Karachi.	1	...	500	500	534	499
Total ...	3	...	935	935	985	929

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and all other sources.	Total.	Total cost.	Cost to Government.	Drawing grants.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
5,940	...	...	13,465	...	968	20,373	55	16	...
12,570	...	...	29,644	...	11,259	53,473	79	19	100
1,09,686	...	362	2,29,647	3,007	78,042	4,20,744	74	19	1,137
...	...	...	...	22,492	...	22,492	75	...	...
...	...	...	9,215	...	13,039	22,254	96	...	...
..	...	...	9,215	22,492	13,039	44,746	84	...	...
1,09,686	...	362	2,38,862	25,499	91,081	4,65,490	75	18	1,137
14,79,724	4,234	1,05,666	25,47,248	1,95,167	6,05,588	49,37,627	72	22	17,314
12,101	...	...	5,781	...	4	17,886	74	50	...
10,142	...	...	5,481	...	3	15,626	75	49	...
Included in the expenditure on the N. J. High School, Karachi.									
22,243	...	...	11,262	...	7	33,512	34	23	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
District Local Board Schools.						
Nawabshah—						
A.-V. School, Nawabshah ...	1	8	51	59	59	51
Thar and Parkar—						
A.-V. School, Mithi ...	1	18	71	89	77	70
Larkana—						
Local Fund Madressah, Larkana.	1	15	66	81	84	58
Total (Schools) ...	3	41	188	229	220	179
Classes.						
Thana—						
English Class attached to the Primary School, Wada.	1	...	(33)	(33)	(40)	(34)
Kolaba—						
English Class attached to the Primary School, Tale.	1	...	(75)	(75)	(78)	(64)
Ratnagiri—						
English Class attached to the Primary School, Deorukh.	1	...	(8)	(8)	(12)	(11)
Nasik—						
English Class attached to the Primary School, Satana.	1	...	(60)	(60)	(59)	(50)
Satara—						
English Class attached to the Primary School, Koregaon.	1	...	(111)	(111)	(112)	(98)
English Class attached to the Primary School, Dudhgaon.	1	...	(30)	(30)	(30)	(28)
English Class attached to the Primary School, Palus.	1	...	(38)	(38)	(32)	(24)
English Class attached to the Primary School, Patan.	1	...	(47)	(47)	(26)	(21)
English Class attached to the Primary School, Vita.	1	...	(38)	(38)	(42)	(35)
English Class attached to the Primary School, Rahimatpur.	1	...	(22)	(22)	(26)	(22)
English Class attached to the Primary School, Islampur.	1	...	(16)	(16)	(15)	(14)
Sholapur—						
English Class attached to the Primary School, Vairag.	1	...	(38)	(38)	(38)	(30)
Ahmednagar—						
English Class attached to the Primary School, Parner.	1	...	(60)	(60)	(56)	(51)
English Class attached to the Primary School, Rahuri.	1	...	(39)	(39)	(37)	(31)

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Drawing grant.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,029	1,350	...	1,598	...	...	3,977	67	17	...
2,084	2,166	...	1,497	...	...	5,747	75	27	...
2,146	5,895	...	1,421	...	115	9,577	118	26	...
5,259	9,411	...	4,516	...	115	19,301	88	24	...
309	31	...	595	...	...	935	23	8	...
174	...	...	1,014	...	...	1,188	15	2	...
947	...	...	214	...	...	1,161	97	79	...
557	...	...	721	...	...	1,278	22	8	...
431	...	...	1,223	...	...	1,654	15	4	...
...	...	...	405	...	24	429	14	...	...
...	...	...	133	...	64	197	6	...	...
...	...	...	130	...	161	291	11	...	...
..	...	...	372	...	...	372	9	...	...
...	...	68	382	...	43	493	19	...	...
...	...	...	132	...	339	471	61	...	...
500	97	...	658	...	...	1,255	33	13	...
339	...	...	717	...	...	1,056	19	6	...
...	851	...	...	...	...	851	23	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average Daily Attendance.
		In High Stage.	In Middle Stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Schools and Classes—contd.						
East Khandesh—						
Anglo-Urdu Class, Nashirabad.	1	...	(28)	(28)	(26)	(24)
West Khandesh—						
English Class attached to the Primary School, Nawapur.	1	...	(35)	(35)	(39)	(31)
Ahmedabad—						
English Class attached to the Primary School, Bavla.	1	...	(62)	(62)	(66)	(60)
Kaira—						
English Class attached to the Primary School, Matar.	1	...	(50)	(50)	(48)	(42)
Broach—						
English Class attached to the Primary School, Wagra.	1	...	(45)	(45)	(42)	(34)
English Class attached to the Primary School, Illav.	1	...	(14)	(14)	(13)	(11)
Surat—						
English Class attached to the Primary School, Olpad.	1	...	(31)	(31)	(31)	(25)
English Class attached to the Primary School, Kachholi.	1	...	(13)	(13)	(13)	(11)
English Class attached to the Primary School, Paria.	1	...	(41)	(41)	(42)	(36)
Dharwar—						
English Class attached to the Primary School, Hirekerur.	1	...	(24)	(24)	(26)	(17)
Belgaum—						
English Class attached to the Primary School, Kudchi.	1	...	(26)	(26)	(29)	(28)
Bijapur—						
English Class attached to the Primary School, Muddebihal.	1	...	(28)	(28)	(31)	(28)
Kanara—						
English Class attached to the Primary School, Siddapur.	1	...	(27)	(27)	(27)	(25)
Karachi—						
English Class attached to the Primary School, Bhian.	1	...	(26)	(26)	(30)	(27)
Hyderabad—						
English Class attached to the Primary School, Tando Jam.	1	...	(33)	(33)	(32)	(27)
English Class attached to the Primary School, Tando Ghulamali.	1	...	(13)	(13)	(12)	(11)

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Drawing grant.
Provincial Revenue.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
329	296	...	398	...	...	1,023	39	13	...
...	...	...	582	...	...	582	15	...	...
117	...	...	1,077	...	...	1,194	18	2	...
502	...	...	788	...	...	1,290	27	10	...
520	...	...	704	...	...	1,224	29	12	...
...	...	...	204	176	...	380	29	...	...
646	...	...	526	...	...	1,172	38	21	...
...	...	...	44	42	...	86	7	...	...
...	...	...	86	...	...	86	2	...	...
313	...	...	...	...	...	313	12	12	...
220	...	...	...	...	...	220	8	8	...
163	529	...	550	...	...	1,242	40	5	...
585	...	..	...	...	...	585	22	22	...
320	...	...	363	...	...	683	23	11	...
...	30	...	530	...	...	560	18	...	...
...	...	...	102	...	491	593	49	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Schools and Classes—concld.						
Nawabshah—						
English Class attached to the Primary School, Darbello.	1	...	(65)	(65)	(73)	(54)
Sukkur—						
English Class attached to the Primary School, Ubauro.	1	...	(34)	(34)	(36)	(31)
Upper Sind Frontier—						
English Class attached to the Primary School, Thul.	1	...	(19)	(19)	(23)	(19)
Larkana—						
English Class attached to the Primary School, Nassirabad.	1	...	(38)	(38)	(40)	(33)
Total, Classes ...	34	...	(1,267)	(1,267)	(1,282)	(1,087)
Total, Schools and Classes ...	37	41	188 (1,267)	229 (1,267)	220 (1,282)	179 (1,087)
Municipal.						
Bombay—						
Municipal A. V. Schools ...	5	...	438	438	450	390
Bombay Suburban District—						
Municipal A. V. School, Bandra.	1	19	121	140	125	110
Municipal A. V. School, Kurla.	1	11	97	108	104	96
Thana—						
Municipal A. V. School, Bhiwandi.	1	...	47	47	47	40
Nasik—						
Municipal A. V. School, Malegaon.	1	29	86	115	116	102
Municipal A. V. School, Yeola.	1	25	91	116	116	107
Municipal Anglo-Urdu School, Nasik.	1	...	36	36	38	34
Municipal A. V. School, Nandgaon.	1	15	53	68	72	68
Municipal A. V. School, Sinnar.	1	16	89	105	102	99
Poona—						
English Class attached to Municipal Primary School, Jejuri.	1	...	(7)	(7)	(13)	(8)

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
88	...	...	625	...	...	713	10	1	...
204	...	...	434	...	...	638	18	6	...
304	...	...	397	...	...	701	31	13	...
270	...	...	435	...	...	705	18	7	...
7,838	1,834	68	14,541	218	1,122	25,621	20	6	...
13,097	11,245	68	19,057	218	1,237	44,922	29	7	...
8,333	...	8,596	4,711	...	...	21,640	49	19	157
1,460	...	647	3,121	...	...	5,228	42	12	78
...	...	2,100	1,895	...	116	4,111	40	...	...
195	...	196	689	...	...	1,070	23	4	...
1,441	...	1,045	2,475	...	1	4,962	43	12	81
1,075	...	381	2,200	...	30	3,686	32	9	...
327	...	204	184	...	...	715	19	9	...
...	...	433	1,587	109	847	2,976	41	...	...
...	...	1,500	2,586	...	300	4,386	43	...	...
150	...	464	106	...	...	720	55	11	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Municipal—contd.						
East Khandesh—						
A. V. School, Faizpur ...	1	20	67	87	85	78
Simeon A. V. School, Yawal ...	1	61	80	141	138	113
Anjuman-i-Islam Anglo-Urdu Class, Jalgaon.	1	...	(22)	(22)	(20)	(15)
West Khandesh—						
A. V. School, Nandurbar ...	1	43	113	156	154	135
Do. Shirpur ...	1	27	56	83	82	74
Ahmedabad—						
King Edward Memorial A. V. School, Prantij.	1	21	72	93	96	88
Municipal A. V. School, Sanand.	1	...	30	30	36	30
Kaira—						
Municipal A. V. School, Mehmedabad.	1	44	87	131	126	112
Broach—						
English Class attached to Municipal Primary School, Lal Bazar, Broach.	1	...	(146)	(146)	(156)	(136)
English Class attached to Municipal Primary School, Katpore Bazar, Broach.	1	...	(15)	(15)	(16)	(13)
Surat—						
English Class attached to the Municipal Primary School, Rander.	1	...	(36)	(36)	(37)	(33)
Dharwar—						
Municipal A. V. School, Nargund.	1	14	42	56	54	42
Municipal A. V. School, Byadgi.	1	29	61	90	86	71
English Class attached to the Municipal Primary School, Navalgund.	1	...	(33)	(33)	(33)	(29)
Belgaum—						
Municipal A. V. School, Saundatti.	1	12	36	48	57	45
Bijapur—						
Municipal A. V. School, Bagalkot.	1	56	111	167	171	150

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Drawing grants.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,209	...	1,476	2,027	...	...	4,712	55	14	...
1,103	...	505	3,246	63	484	5,401	32	8	...
...	...	...	...	...	...	...	...	...	...
1,336	...	2,163	3,038	...	...	6,537	42	9	...
796	...	1,465	1,510	...	12	3,783	46	10	...
903	...	682	1,957	...	11	3,553	37	9	...
...	...	935	645	...	...	1,580	44	...	...
1,209	...	...	2,642	...	...	3,851	31	10	...
...	...	500	1,151	...	...	1,651	10	...	...
...	...	210	90	...	...	300	19	...	...
...	...	...	390	...	...	390	11	...	...
350	...	1,025	965	...	7	2,347	43	6	...
350	...	2,715	1,425	...	...	4,490	52	4	...
...	...	...	420	...	...	420	13	...	...
300	...	3,322	1,025	...	...	4,647	82	5	...
2,100	...	4,252	3,760	...	3	10,115	59	12	152

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
***Municipal*—concld.**						
Karachi—						
A. V. School, Tatta ...	1	41	123	164	168	149
Do. Kotri ...	1	30	113	143	156	128
Hyderabad—						
A. V. School, Tando Allahyar	1	...	54	54	51	46
Do. Halla ...	1	...	19	19	23	16
A. V. School, Tando-Mahomed-khan.	1	...	46	46	48	42
Nawabshah—						
A. V. School, Shahdadpur ...	1	...	54	54	59	51
Thar and Parkar—						
A. V. School, Mirpurkhas ...	1	12	58	70	66	56
Sukkur—						
Mule's A.V. School, Old Sukkur.	1	47	105	152	159	141
Middle School, Rohri ...	1	...	167	167	171	158
Gurdinomal Lalsing School, Sukkur.	1	27	122	149	157	140
Larkana—						
A. V. School, Larkana ...	1	...	105	105	98	90
Do. Kambar ...	1	26	84	110	111	96
Do. Ratodero ...	1	16	73	89	121	107
Do. Sehwan ...	1	44	69	113	113	102
Do. Bubak ...	1	...	51	51	51	43
Total	45	685	3,056 (259)	3,741 (259)	3,807 (275)	3,349 (234)
Aided.						
Bombay—						
J. D. Charity A. V. School, Khetwadi.	1	...	18	18	18	12
Proprietary and Fort High School, Chandanwadi.	1	50	135	185	173	153
Depressed Classes Mission Society's A. V. School, Parel.	1	...	59	59	60	46
Prabhu Seminary, Thakurdwar.	1	...	147	147	145	126
F. N. Patel A. V. School, Khetwadi.	1	...	87	87	87	72
Parel Road A. V. School, Bhendi Bazar.	1	...	76	76	74	62
Gokuldas Tejpal Seminary, Mandvi.	1	...	105	105	86	74
Anjuman-i-Islam A. V. School, Nagpada.	1	...	69	69	60	59

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Drawing grants.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,900	...	1,843	3,213	...	...	7,956	47	17	...
2,347	...	3,266	2,574	...	360	8,547	55	15	50
212	...	236	1,174	...	...	1,622	32	4	...
200	...	734	499	...	...	1,433	62	9	...
...	...	650	457	...	...	1,107	23	...	...
372	...	570	1,027	...	...	1,969	33	6	...
760	...	2,057	1,937	...	...	4,744	72	11	...
1,826	...	2,661	3,098	...	...	7,585	48	12	74
1,727	...	620	3,265	...	...	5,612	33	10	...
1,423	...	2,427	2,992	...	...	6,842	44	9	7
410	...	2,248	1,507	...	...	4,165	43	4	...
2,165	...	4,126	2,340	...	16	8,647	78	20	...
3,032	...	2,629	2,950	...	...	8,611	71	25	...
1,912	...	2,269	3,440	...	...	7,621	67	17	...
...	...	1,069	1,090	...	...	2,159	42	...	...
41,913	...	62,211	75,408	172	2,187	1,81,891	43	10	549
...	...	...	...	885	...	885	102	...	...
2,324	...	...	6,940	...	...	9,264	54	13	...
1,075	...	...	...	...	2,173	3,248	54	17	...
1,473	...	...	4,007	...	909	6,389	44	10	50
1,736	...	...	2,553	1,188	1,017	6,494	75	20	...
1,425	...	...	2,651	...	642	4,718	64	29	...
1,350	...	...	2,279	842	450	4,921	57	16	...
1,302	...	...	638	...	1,943	3,883	65	22	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
Bombay—*contd.*						
Royal English School, Mumbadevi.	1	...	58	58	60	49
Bazargate A. V. School, Fort ...	1	...	86	86	108	91
Khoja Khan Mahamad Habibhai A. V. School, Mandvi.	1	40	128	168	169	146
Bombay Suburban District—						
Ramji Asar A. V. School, Ghatkopar.	1	...	68	68	70	64
Thana—						
Bai Hirabai J. N. Tata Middle School, Nargol.	1	...	96	96	96	84
N. L. A. V. School, Dahanu.	1	10	33	43	59	51
Thomas Baptista A. V. School, Papdi.	1	22	42	64	67	58
M. M. A. V. School, Umbergaon.	1	13	45	58	57	49
Kolaba—						
U. F. C. Mission A. V. School, Revdanda.	1	39	61	100	101	90
G. E. Institute's Native Institution, Uran.	1	35	117	152	147	122
Ratnagiri—						
Bhandari Education Society's English School, Malwan.	1	30	54	84	91	78
Shriram English School, Deogad.	1	32	55	87	89	78
Laxmanshet Patne School, Khed.	1	...	26	26	27	25
Tutorial English School, Shiroda.	1	38	71	109	114	101
English School, Gohagar ...	1	10	57	67	71	66
New English School, Ratnagiri.	1	36	145	181	184	170
Patwardhan's Middle School, Ratnagiri.	1	...	177	177	171	160
New English School, Aohra ...	1	27	62	89	92	74
A. V. School, Kankavli ...	1	...	38	38	36	33
New English School, Jaitapur.	1	...	38	38	34	33
A. V. School, Makhjan ...	1	6	42	48	51	41
Nasik—						
Bai R. R. Umrigar A. V. School, Igatpuri.	1	...	74	74	73	61

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,150	...	...	2,541	...	535	4,226	70	19	...
1,080	...	...	4,082	...	472	5,634	52	10	...
4,420	...	...	155	10,432	...	15,007	89	26	...
1,000	...	1,750	2,048	...	855	5,653	81	14	...
...*	...	...	1,153	...	3,525	4,678	49	...	...
1,400	...	...	1,970	...	738	4,108	70	24	...
1,041	...	400	1,650	...	58	3,149	47	15	131
1,550	...	...	1,466	2,800	141	5,957	104	27	131
1,800	...	...	2,818	...	928	5,046	50	13	...
907	...	200	3,607	...	508	5,222	87	6	...
1,428	...	...	2,043	...	1,536	5,007	55	16	178
1845	...	...	2,175	...	2,230	6,250	70	21	44
640	...	...	692	192	417	1,941	72	24	...
1,808	...	...	2,441	...	1,749	5,498	48	11	...
757	...	...	1,827	100	36	2,720	98	11	...
783	...	...	4,486	...	178	5,447	80	4	...
1,891	...	...	1,929	...	2,242	6,092	35	11	57
1,825	...	...	2,322	...	2,387	6,534	71	20	...
670	...	...	529	...	1,130	2,329	65	19	...
376	...	...	588	...	248	1,212	36	11	...
669	...	...	982	...	615	2,266	44	13	...
600	...	...	1,846	...	889	3,335	46	8	...

* The whole amount is shown against the High School.

District and name or class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
Poona—						
Shri Gopal A. V. School, Poona.	1	...	65	65	59	51
V. P. Mandal's A. V. School, Poona.	1	46	113	159	164	123
Alegaonkar's A. V. School, Kirkee.	1	...	70	70	67	58
M. E. Society's A. V. School, Saswad.	1	30	77	107	133	95
A. M. A. V. School, Sirur ...	1	...	25	25	30	25
Bhimthadi E. Society's A. V. School, Dhond.	1	26	86	112	110	94
Union English School, Manchar.	1	...	45	45	49	37
Satara—						
A. M. A. V. School, Satara ...	1	...	52	52	51	49
Sangli Education Society's A. V. School, Tasgaon.	1	39	109	148	149	131
Sholapur—						
Private A. V. School, Pandharpur.	1	35	129	164	164	145
The New A. V. School, Sholapur.	1	...	79	79	77	70
Ahmednagar—						
A. E. Society's City School, Ahmednagar.	1	...	305	305	309	277
A. M. A. V. School, Vadala	1	...	74	74	86	79
East Khandesh—						
A. V. School, Thorgavan ...	1	37	54	91	87	84
P. R. A. V. School, Dharangaon.	1	26	78	104	109	94
Bhagirath English School, Jalgaon.	1	58	98	156	151	131
New English School, Bhalod...	1	22	84	106	111	97
West Khandesh—						
New English School, Shahada .	1	...	33	33	32	29
Ahmedabad—						
Village Panchayat A. V. School, Dholera.	1	2	28	30	30	27
Mrs. Whittle A. V. School, Ranpur.	1	15	62	77	75	71
Anjuman-i-Islam A. V. School, Ahmedabad.	1	18	113	131	134	111
Surajmalji A. V. School, Patdi .	1	11	61	72	79	71
English Class attached to the I. P. Mission Primary School, Prantij.	1	...	(61)	(61)	(64)	(53)

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
612	...	...	556	...	1,753	2,921	49	10	...
1,119	...	...	...	...	...	1,119	7	7	..
567	...	...	1,124	...	344	2,035	30	8	...
898	...	700	2,421	...	969	4,988	38	7	7
381	...	...	6	...	1,008	1,395	46	13	...
1,145	...	...	2,919	...	1,103	5,167	47	10	70
510	...	...	842	...	1,820	3,172	65	10	...
758	...	...	474	1,065	...	2,297	45	15	...
1,314	...	200	3,007	...	398	4,919	33	9	31
1,300	...	...	3,797	...	595	5,692	35	8	70
...	...	100	1,904	...	...	2,004	26	...	...
2,581	...	...	6,021	...	...	8,602	28	8	...
1,049	...	...	...	...	2,283	3,332	39	12	...
1,552	...	...	2,363	599	757	5,271	60	18	...
952	...	600	2,157	...	581	4,290	39	9	37
1,395	...	...	3,814	...	220	5,429	36	9	...
475	...	...	2,917	...	302	3,694	33	4	...
...	200	100	654	...	45	999	31	...	...
432	...	441	547	70	...	1,490	50	14	...
770	...	...	1,468	...	501	2,739	37	10	...
906	...	...	1,942	...	687	3,535	27	7	37
1,050	...	...	1,502	...	328	2,880	36	13	...
100	...	...	219	...	176	495	8	2	...

District and name or class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
Kaira—						
Coronation English School, Uttarsanda.	1	45	84	129	131	115
George A. V. School, Thasra ...	1	20	62	82	82	73
A. V. School, Mahudha ...	1	12	64	76	73	67
Nityanand A. V. School, Sarsa.	1	...	46	46	41	37
A. V. School, Bhalej ...	1	...	56	56	59	52
I. P. Mission A. V. School, Anand.	1	6	77	83	92	92
English Class attached to R. C. Mission Primary School, Karamsad.	1	...	(15)	(15)	(18)	(15)
Panch Mahals—						
New English School, Godhra ...	1	59	177	236	244	220
Ewbank A. V. School, Kalol ...	1	12	51	63	55	51
Broach—						
Vidya Vardhak A. V. School, Hansot.	1	...	53	53	57	51
Edward English School, Amod.	1	16	75	91	94	80
Surat—						
A. V. School, Kadod ...	1	32	109	141	120	102
J. F. Sarvajanik A. V. School, Pardi.	1	...	97	97	100	88
Vyas Harnarayan A. V. School, Bardoli.	1	13	70	83	87	76
A. V. School, Bodhan ...	1	...	38	38	40	34
A. V. School, Degam ...	1	...	35	35	36	27
Kassimbhai A. V. School, Jalalpore.	1	...	49	49	47	41
Sheth R. J. J. A. V. School, Bulsar.	1	...	405	405	387	338
Sarvajanik A. V. School, Katargam.	1	...	79	79	76	69
New A. V. School, Amalsad ...	1	9	85	94	96	79
Central Boarding School, Supa.	1	22	72	94	95	83
Dharwar—						
K. E. M. English School, Hubli.	1	28	65	93	79	65
St. John's A. V. School, Gadag.	1	4	42	46	42	40
Shri Mrityanjaya A. V. School, Havasbhavi.	1	21	29	50	40	35
A. V. School, Hulkoti ...	1	...	32	32	27	23
Belgaum—						
Jackson English School, Bailhongal.	1	26	64	90	80	79

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Drawing grant.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,192	...	...	3,123	...	1,444	5,759	44	9	...
803	...	...	2,395	...	223	3,421	42	10	37
425	...	...	1,775	...	...	2,200	30	6	...
629	...	...	904	680	...	2,213	54	15	...
433	...	...	1,076	...	...	1,509	26	7	...
1,056	...	...	1,893	...	461	3,410	37	11	60
150	...	...	...	...	570	720	40	8	...
1,853	...	...	8,244	...	1,315	11,412	47	8	84
769	...	...	994	134	368	2,265	41	14	...
651	167	...	1,028	...	...	1,846	32	11	...
850	262	...	2,427	...	1,691	5,230	56	9	...
602	...	...	2,311	...	707	3,620	30	5	...
944	...	...	2,377	...	345	3,666	37	9	34
536	133	...	1,660	...	604	2,933	34	6	...
544	100	...	732	...	475	1,851	46	14	...
242	100	...	723	...	199	1,264	35	7	...
429	133	...	804	12	150	1,528	33	9	...
3,244	...	...	8,051	...	64	11,359	29	8	138
741	...	...	1,702	...	...	2,443	32	10	...
561	200	...	1,458	...	...	2,219	23	6	...
...	100	...	2,033	...	2,581	4,714	50	...	...
1,698	...	100	1,561	...	2,800	6,159	78	21	194
800	...	...	397	...	2,616	3,813	91	19	...
700	...	...	1,269	481	1,357	3,807	95	18	...
450	...	...	892	158	...	1,500	56	17	...
700	...	...	1,960	...	...	2,660	33	9	...

District and name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
Belgaum—*contd.*						
R. D. A. V. School, Chikodi ...	1	45	58	103	101	95
Bijapur—						
A. V. School, Hungund ...	1	29	57	86	91	75
A. V. School, Guledgud ...	1	...	52	52	57	49
Kanara—						
Private A. V. School, Murdeshwar.	1	...	32	32	32	26
Hindu School, Karwar ...	1	32	230	262	263	243
Private English School, Sadashivgad.	1	48	92	140	146	118
A. V. School, Bankikodla ...	1	...	36	36	36	33
Karachi—						
Khalsa A. V. School, Karachi...	1	17	48	65	65	56
Maratha A. V. School, Karachi.	1	38	102	140	142	132
Karachi Academy ...	1	54	107	161	162	143
Shri Marwari Vidhyalaya Karachi.	1	7	42	49	49	46
Edward Jackson School, Keamari.	1	...	37	37	36	35
Middle School, Karachi ...	1	...	141	141	138	127
L. R. D. A. V. School, Karachi.	1	30	53	83	80	67
Hyderabad—						
New English School, Hyderabad.	1	...	75	75	78	70
N. H. Academy, Fort Branch, Hyderabad.	1	...	116	116	112	104
N. V. Mian Fakirjo Pir, Hyderabad.	1	...	107	107	101	91
A. V. School, Nasarpur ...	1	15	69	84	66	58
Lawrence Madressah, Tando Bago.	1	27	93	120	129	118
N. V. School, Jhuromal Lane, Hyderabad.	1	...	95	95	98	88
Gurudasmal A. V. School, Hyderabad.	1	...	130	130	132	126
Nawabshah—						
A. V. School, Bhelani ...	1	8	27	35	30	24
A. V. School, Kandiaro ...	1	6	37	43	48	40
A. V. School, Mithiani ...	1	43	79	122	143	126
N. K. Academy, Tando Adam...	1	21	112	133	148	117
A. V. School, Halani ...	1	...	31	31	25	21
Ramsing Academy, Pad Idan ...	1	5	38	43	40	37

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Drawing grant.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
925	...	...	2,896	...	1,691	5,512	55	9	...
513	...	...	2,112	...	1,862	4,487	49	6	...
300	200	372	1,023	40	276	2,211	39	5	...
250	...	...	696	...	100	1,046	33	8	...
2,902	...	...	6,358	...	...	9,260	35	11	225
1,225	...	...	3,741	...	...	4,966	34	8	27
300	...	...	946	...	398	1,644	46	8	...
723	...	240	1,958	...	2,640	5,561	86	11	...
1,440	...	420	4,043	...	834	6,737	47	10	144
2,015	...	600	6,058	...	6,409	15,082	93	12	...
840	...	250	350	...	2,450	3,890	79	17	...
420	...	180	908	...	245	1,753	49	12	...
1,514	...	366	4,696	...	4,455	11,031	80	11	...
428	...	120	1,768	3	11,401	13,720	172	5	...
1,493	...	...	2,189	...	528	4,210	54	19	...
1,517	...	...	3,307	16	506	5,346	48	14	...
1,337	...	...	2,612	...	888	4,837	48	13	...
1,279	...	300	1,781	...	896	4,256	65	19	...
2,843	1,000	...	...	3,751	...	7,594	59	22	...
1,360	...	...	3,218	...	853	5,431	55	14	...
1,710	...	...	3,621	...	1,526	6,857	52	13	...
345	200	...	1,057	...	...	1,602	53	12	...
510	200	...	1,573	...	827	3,110	65	11	...
1,116	...	...	4,223	20	15	5,374	38	8	...
1,000	...	700	2,841	...	53	4,594	31	7	...
250	200	...	445	...	363	1,258	50	10	...
55	400	...	1,119	...	103	1,677	42	1	...

District and name or class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—concld.						
Sukkur—						
Dev Samaj A. V. School, Old Sukkur.	1	25	46	71	70	55
Guru Nanak Academy, Garhi Yasin.	1	16	68	84	85	76
Dayanand Arya Vidyalaya, Ghotki.	1	...	55	55	32	24
Larkana—						
A. V. School, Talti ...	1	47	69	116	116	95
A. V. School, Mehar ...	1	23	66	89	97	83
A. V. School, Banguldero ...	1	9	38	47	50	47
A. V. School, Dadu ...	1	8	64	72	75	67
Total ...	113	1,631	8,627 (76)	10,258 (76)	10,279 (82)	9,001 (68)
Recognised						
Bombay—						
Globe A. V. School, Fort ...	1	...	35	35	33	29
Grant Road Boys' and Girls' School, Foras Road.	1	8	36	44	40	35
Thana—						
A. V. School, Malad ...	1	...	42	42	36	33
G. E. I. A. V. School, Agashi ...	1	11	43	54	54	47
Kolaba—						
K. E. S. A. V. School, Poynad ...	1	...	35	35	39	30
English Class attached to Primary School, Palaspe.	1	...	(26)	(26)	(28)	(27)
Ratnagiri—						
Theodore Carter A. P. Mission School, Ratnagiri.	1	...	21	21	21	20
Nasik—						
G. I. P. Ry. A. V. School, Manmad.	1	20	107	127	130	113
Poona—						
Miss Bernard's A. V. School, Hadapsar.	1	6	47	53	42	30
Shri Saraswati Vidyalaya, Poona.	1	...	13	13	11	10
English Class of the C. H. Mission Boys' School, Dhond.	1	...	(27)	(27)	(23)	(20)
Sholapur—						
A. M. A. V. School, Sholapur...	1	...	36	36	41	34
New English School, Barsi ...	1	...	64	64	58	51

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Drawing grant.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,076	...	...	1,444	...	2,966	5,486	78	15	...
1,162	100	720	1,656	...	331	3,969	47	14	...
300	...	...	605	...	744	1,649	52	9	...
1,285	300	...	3,535	...	85	5,205	45	11	...
1,937	1,000	...	2,608	1,233	...	6,778	70	20	...
795	500	...	1,470	...	...	2,765	55	16	...
486	...	...	2,182	...	708	3,376	45	7	...
1,13,844	5,495	8,859	2,33,900	24,651	1,04,514	4,91,263	48	11	1,836
...	...	...	1,300	...	420	1,720	52	...	...
...	...	...	1,718	...	1,479	3,197	80	...	...
...	...	...	975	...	612	1,587	44	...	...
...	...	...	1,560	...	1,073	2,633	49	...	...
...	...	...	447	...	473	920	24	...	...
...	...	...	412	...	80	492	18	...	...
...	...	...	48	...	3,040	3,088	147	...	...
...	...	...	3,472	1,669	572	5,713	44	...	...
...	...	...	123	...	1,049	1,172	28	...	...
...	...	...	164	...	786	950	86	...	...
...	...	...	...	...	960	960	43	...	...
...	...	...	653	...	1,419	2,072	50	...	...
...	...	...	1,083	...	987	2,070	36	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Recognised—contd.						
East Khandesh—						
New English School, Jamner.	1	11	52	63	64	53
A. V. School, Sawada ...	1	24	45	69	67	61
New English School, Chopda...	1	28	73	101	106	94
Pachora Education Society's A. V. School, Pachora.	1	...	46	46	46	41
Ahmedabad—						
Virchand Dipchand A. V. School, Godhavi.	1	10	36	46	47	35
B. P. Jain A. V. School, Ahmedabad.	1	21	186	207	222	197
Sheth Hussanally English School, Dholka.	1	26	79	105	113	98
Kaira—						
A. V. School, Anklan ...	1	...	42	42	38	33
Surat—						
Shri Ratnasagarji Jain A. V. School, Surat.	1	...	82	82	87	76
Dharwar—						
Vidyadana Samiti A. V. School, Gadag.	1	16	41	57	50	40
Co-operative Societies New English School, Annigeri.	1	8	37	45	50	39
Modern English School, Dharwar.	1	10	49	59	60	47
A. V. School, Hosaritti ...	1	...	44	44	43	41
Belgaum—						
Sardar Lakhamangouda A. V. School, Vantamuri.	1	...	29	29	25	24
Shri Kad Siddheswar A. V. School, Mardimath.	1	...	31	31	37	28
Model English School, Belgaum	1	49	95	144	145	122
Bijapur—						
Vijaya Mahant A. V. School, Sangam.	1	...	27	27	28	25
A. V. School, Bableshwar ...	1	...	41	41	42	36
New English School, Indi ...	1	...	36	36	38	26
Kanara—						
A. V. School, Bhatkal ...	1	...	26	26	22	19
Hyderabad—						
Bal Sudhar A. V. School, Hyderabad.	1	...	74	74	83	72

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Drawing grant.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	1,230	...	2,000	3,230	50	...	10
...	...	...	1,436	...	319	1,755	26	...	...
...	...	...	2,295	...	1,577	3,872	37	...	...
...	...	...	...	430	1,990	2,330	50	...	...
...	...	...	195	...	2,151	2,346	50	...	...
...	...	...	...	4,855	...	4,855	22	...	...
...	...	...	603	4,862	...	5,465	48	...	...
...	...	...	934	...	677	1,611	42	...	...
...	...	...	...	2,197	296	2,493	29	...	...
...	...	...	1,105	...	1,480	2,585	52	...	...
...	...	...	952	7	670	1,629	32	...	...
...	...	...	1,513	...	2,271	3,784	63	...	...
...	...	...	750	120	280	1,150	27	...	...
...	...	...	518	...	837	1,355	54	...	...
...	...	...	...	...	1,451	1,451	39	...	...
...	...	...	3,609	...	1,666	5,275	36	...	...
...	...	...	460	...	670	1,130	40	...	...
...	...	...	762	480	628	1,870	45	...	...
...	...	...	969	...	413	1,382	36	...	...
...	...	...	294	...	321	615	28	...	...
...	...	...	1,797	371	547	2,715	33	...	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*concld.*						
Recognised—concld.						
Sukkur—						
Pritam Dharam Sabha A. V. School, Shikarpur.	1	19	106	125	118	103
A. V. School, Khairpur Nathanshah.	1	....	42	42	40	37
Total ...	36	267	1,798 (53)	2,065 (53)	2,076 (51)	1,779 (47)
Total of all Anglo-Vernacular Middle Schools.	234	2,624	14,604 (1,655)	17,228 (1,655)	17,317 (1,690)	15,237 (1,436)
EUROPEAN SCHOOLS.						
Aided.						
Bombay—						
Scottish School, Byculla ...	1	...	51	51	47	41
St. Peter's School, Mazgaon ...	1	...	71	71	79	72
G. I. P. Railway School, Parel.	1	...	67	67	69	55
Nasik—						
G. I. P. Railway School, Igatpuri.	1	...	43	43	37	24
G. I. P. Railway School, Manmad.	1	...	38	38	37	32
Poona—						
G. I. P. Railway School, Lonavla.	1	...	103	103	103	82
Total ...	6	...	373	373	372	306
ENGLISH-TEACHING SCHOOLS.						
Aided.						
Bombay—						
St. Mary's School, Mazgaon ...	1	...	208	208	210	190
St. Joseph's School, Umarkhadi.	1	...	200	200	137	117
St. Ignatius School, Bombay.	1	...	90	90	83	72
Victoria School, Mahim ...	1	...	187	187	160	134

FORM No. 2—*contd.*

Expenditure.							Annual cost of educating each pupil.		Drawing grant.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	1,867	...	3,467	5,334	45	...	
...	...	...	894	...	661	1,555	39	...	
...	...	...	34,138	14,991	37,232	86,361	41	...	10
1,91,097	16,740	71,138	3,73,765	40,032	1,45,177	8,37,949	44	10	2,395
5,935	...	...	4,153	...	1,596	11,684	249	126	...
6,770	...	...	3,330	...	6,589	16,689	211	86	...
2,452	...	...	2,227	...	1,506	6,185	90	35	...
3,400	...	...	803	...	1,680	5,883	159	95	...
1,216	...	...	736	...	2,067	4,019	109	33	...
5,992	...	...	3,048	...	8,961	18,001	175	86	188
25,765	...	...	14,297	...	22,399	62,461	168	69	188
4,870	...	...	10,347	...	144	15,361	73	23	100
2,312	...	...	5,599	...	2,012	9,943	73	17	87
1,086	...	...	1,031	...	1,790	3,907	47	13	...
2,025	...	...	3,570	1,892	2,406	9,893	62	13	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*concld.*						
ENGLISH-TEACHING SCHOOLS —*concld.*						
Aided—concld.						
Thana—						
St. John the Baptist School, Thana.	1	...	139	139	137	119
Nasik—						
St. Joseph's School, Igatpuri ...	1	...	56	56	60	55
Poona—						
Ornella's School, Poona ...	1	...	108	108	97	86
Roman Catholic School, Lonavla.	1	...	52	52	50	47
Sholapur—						
St. Joseph's School, Sholapur.	1	...	54	54	65	52
East Khandesh—						
Roman Catholic School, Bhusaval.	1	...	116	116	121	109
Dharwar—						
St. Joseph's School, Dharwar...	1	...	64	64	69	59
St. Mary's School, Hubli ...	1	...	112	112	112	102
Karwar—						
M. & S. M. Railway School, Castle Rock.	1	...	27	27	24	20
Total ...	13	...	1,413	1,413	1,325	1,162
Recognised.						
Bombay—						
St. Sebastian Goan High School, Girgaum.	1	65	384	449	449	400
Dharwar—						
M. & S. M. Railway School, Gadag.	1	...	22	22	19	16
Total ...	2	65	406	471	468	416
Total, English-teaching Schools.	15	65	1,819	1,884	1,793	1,578
Grand Total of all Middle Schools.	255	2,689	16,796 (1,655)	19,485 (1,655)	19,582 (1,690)	17,121 (1,436)

FORM No. 2—*concld.*

Expenditure.							Annual cost of educating each pupil.		Drawing grant.
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1,700	...	225	3,151	...	769	5,845	43	12	...
1,250	...	...	1,652	...	1,139	4,041	67	21	...
2,793	...	...	3,150	...	3,597	9,540	98	29	37
1,477	...	...	904	...	2,709	5,090	162	30	...
2,180	...	100	2,025	...	2,915	7,220	111	34	...
3,250	...	240	3,399	...	4,836	11,725	97	27	...
1,973	...	...	955	...	3,079	6,007	87	29	...
2,831	...	...	3,604	...	3,224	9,659	86	25	174
600	...	...	526	...	1,581	2,707	113	25	...
28,347	...	565	89,913	1,912	30,201	1,00,938	76	21	398
...	...	...	20,398	...	10,636	31,034	69	...	...
...	...	...	396	...	2,360	2,756	145	...	...
...	...	...	20,794	...	12,996	33,790	72	...	...
28,347	...	565	60,707	1,912	43,197	1,34,728	75	16	398
2,45,209	16,740	71,703	4,48,769	41,944	2,10,773	10,35,138	49	12	2,981

SUBSIDIARY FORM

Statistical Return of High and Middle Schools

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS.						
ANGLO-VERNACULAR.						
Government.						
Ahmedabad—						
Girls' High School, Ahmedabad.	1	52	150	202	203	167
Aided.						
Bombay—						
Alexandra Native Girls' English Institution, Fort.	1	64	31	95	98	79
Young Ladies' High School, Fort.	1	93	146	239	245	195
St. Columba High School for Girls, Alexandra Road, Gamdevi.	1	86	127	213	224	186
Chanda Ramji Hindu Girls' High School, Kandevadi.	1	61	200	261	266	216
Students' Literary and Scientific Society's High School for Girls, Thakurdwar.	1	111	151	262	210	207
Bai R. F. D. Panday Girls' High School, Tardeo.	1	45	83	128	129	109
Indian Education Society's High School for Girls, Dadar.	1	52	70	122	130	107
Ratnagiri—						
Kanyashala, Malwan ...	1	12	25	37	41	35
Poona—						
High School for Indian Girls, Poona.	1	175	306	481	487	423
Sardar Dastur Noshirwan Girls' High School, Poona.	1	47	61	108	111	100
Ahmednagar—						
A. M. Girls' High School, Ahmednagar.	1	71	113	184	179	174
Broach—						
Motlabai Wadia Young Ladies' English School, Broach.	1	35	35	70	75	62

No. 3.

(*English*) *for Girls for the Official Year 1926-27.*

Expenditure.							Annual cost of educating each pupil.		Drawing grant.
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
18,215	...	...	1,649	...	...	19,864	98	89	...
5,189	...	...	8,452	4,909	2,607	21,157	217	53	127
6,380	...	...	12,774	...	2,247	21,401	87	26	121
8,100	...	...	5,132	...	13,630	26,862	120	36	212
6,886	...	...	6,776	5,937	6,539	26,138	98	26	90
6,160	...	...	5,755	756	7,021	19,692	94	29	...
2,150	...	...	2,523	391	1,123	6,187	48	17	80
4,245	...	...	2,704	...	3,124	10,073	77	33	160
1,463	...	...	...	185	5,991	7,639	186	36	114
43,766	...	...	...	10,758	...	54,524	112	90	...
3,330	...	...	5,666	4,358	972	14,326	129	30	100
4,870	...	...	722	...	8,373	13,971	78	27	177
3,294	...	...	2,059	103	6,157	11,613	155	44	162

SUBSIDIARY FORM

District and name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Aided—contd.						
Surat—						
I. P. Mission Zanana High School, Surat.	1	33	41	74	79	63
Mahila Vidyalaya, Surat ...	1	37	124	161	162	123
Belgaum—						
Mahila Vidyalaya, Belgaum ...	1	16	45	61	63	52
Karachi—						
Mama Parsi Girls' High School, Karachi.	1	61	97	158	136	120
Indian Girls' High School, Karachi.	1	95	130	225	217	126
Maha Kanya Vidyalaya High School, Karachi.	1	47	48	95	89	70
Hyderabad—						
Kundanmal Girls' High School, Hyderabad.	1	238	192	430	401	351
Nava Kanya Vidyalaya, Hyderabad.	1	37	89	126	129	102
Total ...	20	1,196	2,114	3,530	3,471	2,900
Recognised.						
Bombay—						
Girton High School for Girls...	1	52	121	173	140	136
Master's Tutorial Girls' High School, Grant Road.	1	125	117	242	242	180
Parsi A.-V. Girls' School, Chandanwadi.	1	124	...	124	109	88
Poona—						
Sharada Sadan High School, Kedgaon.	1	22	39	61	65	57
Surat—						
Bai Pirozbai M. Patel's High School for Parsi Girls', Surat.	1	48	82	130	144	120
Belgaum—						
Taylor Smith High School, Belgaum.	1	16	23	39	44	40
Total ...	6	387	382	769	744	621
Total of all A.-V. High Schools. ...	27	1,855	2,646	4,501	4,418	3,688

No. 3—*contd.*

Expenditure.							Annual cost of educating each pupil.		
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and all other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
2,277	...	...	610	...	4,572	7,459	94	29	...
3,487	...	...	...	2,700	3,644	9,831	61	22	...
1,030	500	150	873	500	1,154	4,207	67	16	...
12,508	...	1,000	5,624	5,117	7,490	31,739	233	92	157
10,000	...	1,250	6,280	...	6,885	24,415	113	46	120
5,200	...	750	2,189	...	4,462	12,601	142	58	...
10,500	...	1,000	10,950	...	5,333	27,783	69	26	50
5,000	...	1,000	2,586	...	6,293	14,879	115	39	64
1,45,841	500	5,150	81,675	35,714	97,617	3,66,497	106	43	1,734
...	...	...	11,018	...	...	11,018	79	...	...
...	...	...	18,372	...	7,732	26,104	108	...	...
...	...	...	4,802	7,228	362	12,392	114	...	...
...	...	...	...	...	9,476	9,476	146	...	...
...	...	...	...	7,314	...	7,314	51	...	...
...	...	...	469	...	7,437	7,906	180	...	...
...	...	...	34,661	14,542	25,007	74,210	100	...	...
1,64,056	500	5,150	1,17,985	50,256	1,22,624	4,60,571	105	38	1,734

SUBSIDIARY FORM

District and name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
HIGH SCHOOLS—*contd.*						
EUROPEAN SCHOOLS.						
Aided.						
Bombay—						
Cathedral and John Connon Girls' High School, Fort, Bombay.	1	19	220	239	228	197
Convent High School, Fort, Bombay.	1	10	245	255	231	207
Convent High School, Clare Road, Byculla.	1	25	251	276	271	240
Convent High School, Parel	1	7	127	134	132	124
Thana—						
St. Joseph's Convent High School, Bandra.	1	19	265	284	262	239
Nasik—						
Barnes Girls' High School, Deolali.	1	6	139	145	146	136
Poona—						
St. Mary's High School, Poona.	1	14	205	219	211	187
Convent High School, Poona ...	1	29	156	185	178	155
Anglo-Indian Home, Poona ...	1	6	140	146	144	132
St. Peter's Girls' High School, Khandala.	1	13	106	119	111	105
Satara—						
St. Joseph's Convent High School, Panchgani.	1	27	127	154	134	127
Kimmins' High School, Panchgani.	1	18	92	110	102	99
Karachi—						
St. Joseph's Convent High School, Karachi.	1	36	221	257	242	207
Total ...	13	229	2,294	2,523	2,392	2,155
ENGLISH-TEACHING SCHOOLS.						
Aided.						
Bombay—						
Queen Mary's High School, Girgaum.	1	11	253	264	259	199
St. Teresa's High School, Girgaum.	1	35	521	556	525	466
St. Agne's High School, Byculla.	1	31	267	298	298	242
New High School for Girls, Bombay.	1	7	181	188	184	150
Convent Girls' High School, Lower Mahim.	1	19	322	341	336	272

No. 3—*contd.*

Expenditure.							Annual cost of educating each pupil.		
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and all other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
23,466	...	...	25,438	6,322	4,315	59,541	262	103	174
10,391	...	...	13,178	...	382	23,951	104	45	130
13,117	...	...	14,206	...	2,225	29,548	109	48	...
6,498	...	...	5,385	...	12,076	23,959	181	49	164
12,023	...	...	16,597	...	2,480	31,100	119	46	...
18,572	...	...	13,509	5,001	8,818	45,900	314	127	35
18,647	...	...	25,477	698	8,388	51,210	243	88	...
10,446	...	...	12,845	...	2,507	25,798	145	59	273
6,451	...	...	2,899	...	3,915	13,265	92	45	130
11,664	...	...	10,668	...	9,358	31,690	285	105	184
14,744	...	...	18,150	...	20,135	53,029	396	110	107
14,609	...	...	13,294	...	8,191	36,085	354	143	150
13,995	...	1,125	16,169	...	740	32,029	132	58	...
1,74,614	...	1,125	1,85,815	12,021	83,530	4,57,105	191	73	1,347
17,086	...	...	38,777	...	...	55,813	215	66	...
12,257	...	...	24,247	300	5,418	42,222	80	23	203
6,790	...	...	12,812	...	2,784	22,386	75	23	...
4,500	...	...	20,380	...	3,052	27,932	152	24	...
8,200	...	...	16,870	480	3,591	29,141	87	24	...

SUBSIDIARY FORM

District and name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
	2	3	4	5	6	7
HIGH SCHOOLS—*concld.*						
ENGLISH-TEACHING SCHOOLS—*contd.*						
Aided—contd.						
Thana—						
St. Joseph's Convent High School, Bandra.	1	34	559	593	573	521
Dharwar—						
Convent High School, Hubli ...	1	9	178	187	171	146
Belgaum—						
St. Joseph's Convent High School, Belgaum.	1	15	217	232	234	214
Total, English-teaching Schools.	8	161	2,498	2,659	2,580	2,210
Grand Total of all High Schools.	48	2,245	7,438	9,683	9,390	8,053
MIDDLE SCHOOLS.						
ANGLO-VERNACULAR.						
Government.						
Thana—						
A.-V. Girls' School, Thana ...	1	17	69	86	81	71
Nasik—						
A.-V. Girls' School, Nasik ...	1	6	73	79	77	66
Ahmednagar—						
A.-V. Girls' School, Ahmednagar.	1	3	55	58	64	57
Dharwar—						
A.-V. Girls' School, Dharwar.	1	9	44	53	55	46
Bijapur—						
A.-V. Girls' School, Bijapur ...	1	2	39	41	43	28
Total ...	5	37	280	317	320	268

No. 3—*contd.*

Expenditure							Annual cost of educating each pupil.		
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscriptio ns and all other sources.	Total.	Total cost.	Cost to Government.	Drawing grant.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
8,515	...	...	15,550	...	2,092	26,157	46	15	...
7,086	...	200	5,410	...	9,682	22,378	131	41	190
5,340	...	170	7,460	...	5,737	18,707	80	23	...
69,724	...	370	1,41,506	780	32,356	2,44,736	95	27	393
4,08,394	500	6,645	4,45,306	63,057	2,38,510	11,62,412	123	43	3,474
10,414	...	...	616	...	...	11,030	136	129	...
7,961	...	...	536	...	...	8,497	110	103	...
8,740	...	...	396	...	...	9,136	143	137	...
13,377	...	...	409	...	51	13,837	251	243	...
7,219	...	...	245	...	...	7,464	174	168	...
47,711	...	...	2,202	...	51	49,964	156	149	...

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*contd.*						
Municipal.						
Bombay Suburban District—						
Municipal Girls' English Class, Bandra.	1	...	49	49	47	38
Broach—						
English Class attached to Mahila Vidyalaya, Broach.	1	...	(141)	(141)	(125)	(94)
English Class attached to Dungaji Municipal Girls' Primary School, Vejalpur, Broach.	1	...	(49)	(49)	(45)	(32)
Total ...	3	...	49 (190)	49 (190)	47 (170)	38 (126)
Aided.						
Bombay—						
Sir C. J. Readymoney A. V. School, Khetwadi.	1	...	38	38	43	33
Parsi Girls' Schools' Association's A. V. Girls' School, Fort.	1	...	54	54	44	36
Parsi Girls' Schools' Association's A. V. Girls' School, Chandanwadi.	1	...	162	162	149	125
Princess A. V. Girls' School, Lamington Road.	1	33	53	86	69	55
Nasik—						
Z. B. M. M. A. V. Girls' School, Manmad.	1	13	43	56	45	37
Poona—						
St. Andrew's Girls' A. V. School, Poona.	1	19	78	97	90	80
M. E. M. Girls' School, Talegaon-Dabhade.	1	...	36	36	28	25
Sholapur—						
A. M. Woronoco Girls' School, Sholapur.	1	...	46	46	49	44
Z. B. M. Melbourne Anglo-Urdu School, Sholapur.	1	...	24	24	21	20
Hyderabad—						
Piggot A. V. Girls' School, Hyderabad.	1	4	59	63	59	49
Sukkur—						
Ishwarbai Girls' School, Shikarpur.	1	4	28	32	29	29
Total ...	11	73	621	694	626	533

No. 3—*contd.*

Expenditure.							Annual cost of educating each pupil.		
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grants.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
369	...	703	...	...	...	1,072	23	8	...
...	...	760	...	...	...	760	6	...	...
...	...	380	...	...	...	380	8	...	...
369	...	1,843	...	...	...	2,212	10	2	...
1,200	...	...	588	...	2,264	4,052	94	28	80
1,617	...	...	857	2,957	258	5,689	129	37	80
4,020	...	...	3,683	3,211	358	11,272	76	27	181
2,398	...	...	6,364	...	...	8,762	127	35	...
1,491	...	...	...	...	2,657	4,148	92	33	...
2,449	...	...	...	...	7,340	9,789	103	27	...
407	...	...	...	...	2,257	2,664	95	14	...
1,060	...	...	...	...	2,012	3,072	63	22	...
672	...	...	...	...	1,450	2,122	101	32	80
1,762	...	...	479	...	3,434	5,675	96	30	...
1,448	...	...	29	...	1,702	3,179	110	50	...
18,524	...	...	12,000	6,168	23,732	60,424	97	30	421

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*contd.*						
ANGLO-VERNACULAR—*concld.*						
Recognised.						
Bombay—						
Merwanji Seth Girls' School, Girgaum.	1	...	11	11	13	9
Satara—						
Kanyashala, Wai ...	1	...	25	25	25	17
Total ...	2	...	36	36	38	26
Total of all A. V. Middle Schools.	21	110	986 (190)	1,096 (190)	1,031 (170)	865 (126)
EUROPEAN SCHOOLS.						
Aided.						
Thana—						
G. I. P. Railway School, Kalyan.	1	...	49	49	48	41
Nasik—						
Convent School, Igatpuri ...	1	...	140	140	148	121
Sholapur—						
G. I. P. Railway School, Sholapur.	1	...	43	43	38	29
East Khandesh—						
G. I. P. Railway School, Bhusawal.	1	...	79	79	86	66
Dharwar—						
M. & S. M. Railway School, Hubli.	1	...	55	55	65	52
Belgaum—						
St. Mary's School, Belgaum ...	1	...	21	21	19	16
Karachi—						
European School, Kotri ...	1	...	16	16	19	17
Total ...	7	...	403	403	423	342

No. 3—*contd.*

Expenditure.							Annual cost of educating each pupil.		Drawing grants.
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	207	...	374	581	45	...	...
...	...	...	...	357	295	652	26	...	...
...	...	...	207	357	669	1,233	32	...	...
66,604	...	1,843	14,409	6,525	24,452	1,13,833	95	55	421
1,403	...	...	831	...	2,451	4,685	98	29	...
8,669	...	...	8,942	...	2,398	20,009	135	58	167
1,200	...	...	906	...	2,270	4,376	115	32	...
2,858	...	...	1,606	...	5,079	9,543	111	33	100
1,895	...	...	1,195	...	1,622	4,712	72	29	...
1,029	...	120	785	255	968	3,157	166	54	...
1,105	...	10	216	...	1,108	2,439	128	58	...
18,159	...	130	14,481	255	15,896	48,921	116	43	267

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		In High stage.	In Middle stage.	Total.		
1	2	3	4	5	6	7
MIDDLE SCHOOLS—*concld.*						
EUROPEAN SCHOOLS—*contd.*						
Recognised.						
Surat—						
B. B. and C. I. Ry. School, Bulsar.	1	...	23	23	34	26
Total, European Schools ..	8	...	426	426	457	368
ENGLISH-TEACHING SCHOOLS.						
Aided.						
Bombay—						
St Joseph's Convent School, Bhuleshwar.	1	...	77	77	99	79
St. Joseph's School, Agripada...	1	...	190	190	188	166
St. Isabella's School, Mount Road.	1	...	227	227	199	161
Thana—						
English Teaching Girls' School, Thana.	1	...	105	105	116	97
Mt. Mary's Convent School, Bandra.	1	...	152	152	157	139
St. Teresa's School, Santa Cruz.	1	...	253	253	215	187
Poona—						
Convent Middle School, Poona.	1	...	166	166	169	153
Ahmedabad—						
Mt. Carmel School, Ahmedabad.	1	...	118	118	108	88
Belgaum—						
Divine Providence School, Belgaum.	1	...	68	68	59	57
Karachi—						
St. Joseph's Convent School, Karachi.	1	...	208	208	235	212
Total, English-teaching Schools.	10	...	1,564	1,564	1,545	1,339
Grand Total of all Middle Schools	39	110	2,976 (190)	3,086 (190)	3,033 (170)	2,572 (126)

No. 3—*concld.*

Expenditure.							Annual cost of educating each pupil.		
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.	Drawing grants.
8	9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
...	...	...	231	...	5,121	5,352	157	...	...
18,159	...	130	14,712	255	21,017	54,273	119	40	267
3,938	...	...	3,206	...	4,933	12,077	122	40	64
...	...	...	1,798	...	14,709	16,507	88	...	...
2,075	...	...	5,172	...	2,457	9,704	49	10	...
1,025	...	225	1,945	...	848	4,043	35	9	...
5,926	...	...	7,571	...	5,800	19,297	123	38	...
4,525	...	...	7,412	...	7,681	19,618	91	21	...
2,425	...	...	7,027	...	1,213	10,665	63	14	...
1,375	...	...	2,181	...	5,498	9,054	84	13	...
1,100	...	...	...	...	4,223	5,323	90	19	...
4,599	...	...	10,240	...	...	14,839	63	20	...
26,988	...	225	46,552	...	47,362	1,21,127	78	17	64
1,11,751	...	2,198	75,673	6,780	92,831	2,89,233	91	35	752

SUBSIDIARY FORM

Statistical Return of Primary Schools (Vernacular)

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
BOMBAY DIVISION.						
Bombay City—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Board—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Municipal—						
Boys	208	501	31,419	31,920	27,715	24,698
Girls	110	323	13,714	14,037	11,116	8,501
Aided—Under Chapter II—						
Boys	76	137	10,140	10,277	10,008	7,894
Girls	33	331	4,107	4,438	4,298	3,302
Aided—Under Chapter III—						
Boys	25	...	841	841	824	560
Girls	...	...	...	...	...	...
Unaided—						
Boys	7	35	850	885	796	652
Girls	4	9	516	525	446	383
Total—						
Boys	316	673	43,250	43,923	39,343	33,804
Girls	147	663	18,337	19,000	15,860	12,186
Total ...	463	1,336	61,587	62,923	55,203	45,990
Bombay Suburban—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Board—						
Boys	23	...	1,807	1,807	1,802	1,371
Girls	3	...	243	243	230	156
Municipal—						
Boys	25	...	2,609	2,609	2,490	1,706
Girls	8	22	564	586	555	375
Aided—Under Chapter II—						
Boys	22	...	2,298	2,298	2,193	1,897
Girls	1	...	93	93	80	72
Aided—Under Chapter III—						
Boys	3	...	154	154	149	113
Girls	...	...	...	...	...	...
Unaided—						
Boys	2	...	263	263	255	201
Girls	...	...	...	...	...	...
Total—						
Boys	75	...	7,131	7,131	6,889	5,288
Girls	12	22	900	922	865	603
Total ...	87	22	8,031	8,053	7,754	5,891

NOS. 4 AND 5.

for Boys and Girls for the Official Year 1926-1927.

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
4,87,595	...	13,95,982	...	4,020	58,006	19,45,603	70 3	17 9
2,69,150	...	7,44,577	...	6,003	27,533	10,47,263	94 3	24 3
...	...	1,18,393	90,394	44,391	1,72,818	4,25,996	42 9	...
...	...	61,392	34,558	50,120	72,635	2,18,705	50 14	...
...	...	3,200	217	...	20,982	24,399	29 9	...
...	...	...	...	...	...	...	...	...
...	...	...	14,232	22,167	11,175	47,574	59 12	...
...	...	..	3,198	12,877	...	16,075	36 0	...
4,87,595	...	15,17,575	1,04,843	70,578	2,62,981	24,43,572	62 1	12 6
2,69,150	...	8,05,969	37,756	69,000	1,00,168	12,82,043	80 11	16 15
7,56,745	...	23,23,544	1,42,599	1,39,578	3,63,149	37,25,615	67 7	13 12
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
34,283	4,167	...	2,351	...	91	40,892	22 11	19 0
1,477	408	...	...	...	...	1,885	8 3	6 6
43,192	1,320	31,968	1,147	...	95	77,722	31 3	17 5
10,360	919	7,350	...	...	27	18,656	33 9	18 10
7,924	2,996	5,713	4,426	810	35,538	57,407	26 2	3 9
500	250	...	945	1,000	610	3,305	41 5	6 4
190	95	...	819	...	2,041	3,145	21 1	1 4
...	...	...	...	...	...	...	...	...
...	...	...	1,043	3,667	679	5,389	21 2	...
...	...	...	...	...	...	...	...	...
85,589	8,578	37,681	9,786	4,477	38,444	1,84,555	26 2	12 6
12,337	1,577	7,350	945	1,000	637	23,846	27 9	4 14
97,926	10,155	45,031	10,781	5,477	39,081	2,08,401	26 11	12 10

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
BOMBAY DIVISION—*contd.*						
Thana—						
Government—						
Boys	3	45	113	158	167	138
Girls	...	...	...	...	...	...
Local Board—						
Boys	287	1,090	15,872	16,962	15,677	11,389
Girls	16	19	1,087	1,106	1,024	726
Municipal—						
Boys	24	454	3,565	4,019	3,779	2,855
Girls	9	67	1,172	1,239	1,194	897
Aided—Under Chapter II—						
Boys	4	19	208	227	227	190
Girls	2	...	129	129	133	90
Aided—Under Chapter III—						
Boys	14	11	587	598	462	395
Girls	1	11	29	40	43	42
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	332	1,619	20,345	21,964	20,312	14,917
Girls	28	97	2,417	2,514	2,394	1,755
Total ...	360	1,716	22,762	24,478	22,706	16,672
Kolaba—						
Government—						
Boys	1	41	...	41	40	38
Girls	...	...	...	...	...	...
Local Board—						
Boys	285	1,238	15,126	16,364	15,901	11,418
Girls	14	11	658	669	643	426
Municipal—						
Boys	16	346	2,411	2,757	2,747	1,975
Girls	7	20	655	675	653	373
Aided—Under Chapter II—						
Boys	...	...	...	...	...	...
Girls	2	11	126	137	119	84
Aided—Under Chapter III—						
Boys	15	16	747	763	785	699
Girls	1	3	84	87	84	83
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	317	1,641	18,284	19,925	19,473	14,130
Girls	24	45	1,523	1,568	1,499	966
Total ...	341	1,686	19,807	21,493	20,972	15,096

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
6,114	...	...	...	...	...	6,114	36 9	36 9
...	...	...	...	...	...	...	...	...
2,20,765	58,088	...	5,851	...	...	2,84,704	18 1	14 1
12,420	4,740	...	...	...	...	17,160	16 12	12 2
45,854	118	24,462	575	...	306	71,315	18 1	12 1
15,786	44	9,006	...	...	225	25,061	20 14	13 3
1,250	625	...	602	4,056	4,336	10,869	47 12	5 8
593	124	1,027	115	...	3,379	5,238	39 6	4 7
897	400	111	280	963	6,890	9,541	20 10	1 15
160	80	...	...	...	1,043	1,283	29 13	3 11
...	...	...	...	...	...	...	...	...
...		...	...	...	...	...	...	...
2,74,880	59,231	24,573	7,308	5,019	11,532	3,82,543	18 13	13 8
28,959	4,988	10,023	115	...	4,647	48,742	20 5	12 1
3,03,839	64,219	34,606	7,423	5,019	16,179	4,31,285	18 15	13 5
6,530	...	...	...	...	...	6,530	163 4	163 4
...	...	...	...	...	...	...	...	...
2,26,927	65,009	...	8,585	...	713	3,01,234	18 15	14 4
9,649	1,582	...	...	...	28	11,259	16 13	14 6
20,008	4,090	31,887	2,176	...	21	58,182	21 2	7 4
4,713	815	6,482	...	..	...	12,010	18 6	7 3
...	...	...	...	...	...	...	...	...
1,600	...	...	52	...	2,386	4,038	33 14	13 7
2,285	...	150	921	...	9,204	12,560	16 0	2 14
140	...	...	...	...	100	240	2 13	1 10
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
2,55,750	69,099	32,037	11,682	...	9,938	3,78,506	19 6	13 2
16,102	2,397	6,482	52	...	2,514	27,547	18 6	10 11
2,71,852	71,496	38,519	11,734	...	12,452	4,06,053	19 5	12 15

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
BOMBAY DIVISION—*contd.*						
Ratnagiri—						
Government—						
Boys	2	39	73	112	101	94
Girls	...	...	...	...	...	...
Local Board—						
Boys	506	2,313	30,116	32,429	30,848	23,631
Girls	44	19	1,772	1,791	1,777	1,198
Municipal—						
Boys	26	715	3,408	4,123	4,088	3,274
Girls	9	126	1,103	1,229	1,187	873
Aided—Under Chapter II—						
Boys	7	...	455	455	448	389
Girls	1	11	91	102	97	47
Aided—Under Chapter III—						
Boys	138	4	5,763	5,767	5,420	4,356
Girls	3	...	110	110	93	81
Unaided—						
Boys	7	...	195	195	187	162
Girls	...	...	...	...	...	...
Total—						
Boys	686	3,071	40,010	43,081	41,092	31,906
Girls	57	156	3,076	3,232	3,159	2,199
Total ...	743	3,227	43,086	46,313	44,251	34,105
Nasik—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Board—						
Boys	423	2,662	22,130	24,792	22,017	18,503
Girls	16	46	833	879	878	604
Municipal—						
Boys	32	845	6,713	7,558	7,253	5,767
Girls	16	112	2,286	2,398	2,285	1,711
Aided—Under Chapter II—						
Boys	5	11	361	372	346	314
Girls	6	47	634	681	638	528
Aided—Under Chapter III—						
Boys	18	9	500	509	506	396
Girls	...	...	...	...	...	...
Unaided—						
Boys	11	...	411	411	403	338
Girls	1	...	92	92	78	60
Total—						
Boys	489	3,527	30,115	33,642	30,533	25,318
Girls	39	205	3,845	4,050	3,874	2,903
Total ...	528	3,732	33,960	37,692	34,407	28,221

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
4,205	...	...	...	...	...	4,205	41 10	41 10
...	...	...	...	...	...	...	...	...
4,18,245	597	...	14,465	...	1,390	4,34,697	14 1	13 8
30,757	...	...	...	...	...	30,757	17 4	17 4
32,261	9,186	19,789	3,929	...	17	65,482	16 0	7 14
11,360	..	7,780	...	...	59	19,199	16 2	9 7
1,886	1,804	160	376	385	815	5,376	12 0	4 1
712	...	...	...	...	545	1,257	12 15	7 5
8,501	8,928	323	5,219	1,159	17,064	41,194	7 9	1 9
164	...	4	...	100	318	586	5 13	1 10
...	...	...	...	...	2,418	2,418	12 14	...
...	...	...	...	...	...	...	...	...
4,65,048	20,815	20,272	23,989	1,544	21,704	5,53,372	13 7	11 5
42,993	...	7,784	...	100	922	51,799	16 6	13 9
5,08,041	20,815	28,056	23,989	1,644	22,626	6,05,171	13 10	11 7
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
3,90,742	77,423	...	12,576	...	...	4,80,741	21 13	17 11
14,943	2,778	...	...	...	...	17,721	20 2	17 0
65,469	741	44,265	5,046	...	7,295	1,22,816	16 14	9 0
23,940	218	11,589	...	2,779	...	38,526	16 13	10 7
1,354	677	...	462	...	4,222	6,715	19 6	3 14
3,048	1,152	358	18	...	7,445	12,021	18 13	4 12
695	1,925	...	240	600	5,045	8,505	16 13	1 7
...	...	...	...	...	...	...	...	...
...	...	...	1,620	...	108	1,728	4 4	...
...		Not supplied.			...	...	...	...
4,58,260	80,766	44,265	19,944	600	16,670	6,20,505	20 5	15 0
41,931	4,148	11,947	18	2,779	7,445	68,268	17 9	10 13
5,00,191	84,914	56,212	19,962	3,379	24,115	6,88,773	20 0	14 8

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
BOMBAY DIVISION—*concld.*						
Abstract, Bombay Division—						
Government—						
Boys	6	125	186	311	308	270
Girls	...	...	...	...	...	...
Local Board—						
Boys	1,524	7,303	85,051	92,354	86,245	66,262
Girls	93	95	4,593	4,688	4,552	3,110
Municipal—						
Boys	331	2,861	50,125	52,986	48,077	40,275
Girls	159	670	19,494	20,164	16,990	12,730
Aided—Under Chapter II—						
Boys	114	167	13,462	13,629	13,222	10,684
Girls	45	400	5,180	5,580	5,365	4,123
Aided—Under Chapter III—						
Boys	213	40	8,592	8,632	8,146	6,519
Girls	5	14	223	237	225	206
Unaided—						
Boys	27	35	1,719	1,754	1,644	1,353
Girls	5	9	608	617	519	443
Total—						
Boys	2,215	10,531	159,135	169,666	157,642	125,363
Girls	307	1,188	30,098	31,286	27,651	20,612
Total ...	2,522	11,719	189,233	200,952	185,293	145,975
CENTRAL DIVISION.						
Poona—						
Government—						
Boys	3	72	507	579	616	468
Girls	2	76	248	324	334	241
Local Board—						
Boys	526	2,538	27,023	29,561	28,488	20,966
Girls	25	50	1,204	1,254	1,223	861
Municipal—						
Boys	49	977	7,589	8,566	8,035	6,311
Girls	30	100	3,933	4,033	3,758	2,050
Aided—Under Chapter II—						
Boys	38	167	5,866	6,033	5,824	4,691
Girls	19	150	1,894	2,044	2,018	1,540
Aided—Under Chapter III—						
Boys	106	35	3,578	3,613	3,578	2,769
Girls	11	...	544	544	543	401

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
16,849	...	...	...	...	...	16,849	54 11	54 11
...	...	...	...	...	...	...	...	...
12,90,962	2,05,284	...	43,828	...	2,194	15,42,268	17 14	14 15
69,246	9,508	...	...	...	28	78,782	17 5	15 3
6,94,379	15,755	15,48,353	12,873	4,020	65,740	23,41,120	48 11	14 7
3,35,309	1,996	7,86,784	...	8,732	27,844	11,60,715	68 5	19 11
12,364	6,102	1,24,266	96,260	49,642	2,17,729	5,06,363	38 4	0 14
6,453	1,526	62,777	35,688	51,120	87,000	2,44,564	45 9	1 3
12,568	11,348	3,784	7,696	2,722	61,226	99,344	12 3	1 8
464	80	4	...	100	1,461	2,109	9 5	2 0
...	...	...	16,895	25,834	14,380	57,109	34 11	...
...	...	...	3,198	12,877	...	16,075	30 15	...
20,27,122	2,38,489	16,76,403	1,77,552	82,218	3,61,269	45,63,053	28 15	23 12
4,11,472	13,110	8,49,565	38,886	72,879	1,16,333	15,02,245	54 5	14 14
24,38,594	2,51,599	25,25,968	2,16,438	1,55,097	4,77,602	60,65,298	32 11	13 2
10,863	...	...	108	...	...	10,971	17 13	17 11
22,718	...	...	...	...	...	22,718	68 0	68 0
4,47,928	18,416	...	13,888	...	235	4,80,467	16 13	15 11
19,475	1,607	...	...	...	...	21,082	17 4	15 14
98,347	72	76,669	6,833	...	1,143	1,83,064	22 12	12 4
43,370	...	36,706	...	...	97	80,173	21 5	11 9
51,753	...	...	19,706	1,396	60,722	1,33,577	22 15	8 14
23,964	...	375	5,092	514	26,846	56,791	28 2	11 14
9,077	...	...	4,247	982	25,518	39,824	11 2	2 8
2,253	...	...	198	...	5,254	7,705	14 3	4 2

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION—*contd.*						
Poona—*contd.*						
Unaided—						
Boys	16	20	334	354	322	246
Girls	1	...	167	167	171	152
Total—						
Boys	738	3,809	44,897	48,706	46,863	35,451
Girls	88	376	7,990	8,366	8,047	5,245
Total ...	826	4,185	52,887	57,072	54,910	40,696
Satara—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Board—						
Boys	854	4,732	48,821	53,553	53,242	41,436
Girls	67	101	2,754	2,855	2,771	1,996
Municipal—						
Boys	40	1,521	6,158	7,679	7,483	5,396
Girls	15	64	1,871	1,935	1,815	1,056
Aided—						
Under Chapter II—						
Boys	3	46	343	389	359	315
Girls	3	22	141	163	153	119
Under Chapter III—						
Boys	53	...	1,935	1,935	1,920	1,527
Girls	9	...	354	354	347	265
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	950	6,299	57,257	63,556	63,004	48,674
Girls	94	187	5,120	5,307	5,086	3,376
Total ...	1,044	6,486	62,377	68,863	68,090	52,050
Sholapur—						
Government—						
Boys	2	37	719	756	624	473
Girls	...	...	...	...	...	...
Local Board—						
Boys	458	1,925	22,756	24,681	23,504	18,588
Girls	23	5	1,127	1,132	1,087	768
Municipal—						
Boys	46	1,047	8,240	9,287	9,129	7,225
Girls	19	68	2,584	2,652	2,593	1,445

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
Not supplied.								
Do.								
6,17,968	18,488	76,669	44,782	2,378	87,618	8,47,903	18 1	13 3
1,11,780	1,607	37,081	5,290	514	32,197	1,88,469	23 6	13 14
7,29,748	20,095	1,13,750	50,072	2,892	1,19,815	10,36,372	18 14	13 5
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
5,85,053	10,432	...	24,548	...	...	6,20,033	11 13	10 15
34,415	2,553	...	...	...	...	36,968	13 5	12 7
72,866	7,104	30,075	6,368	...	...	1,16,413	15 9	9 12
14,929	343	8,432	...	...	...	23,704	13 1	8 3
4,184	...	...	...	...	4,331	8,515	23 11	11 10
1,930	...	...	...	...	3,446	5,376	35 2	12 10
8,244	...	979	744	969	6,476	17,412	9 1	4 5
689	...	...	...	377	1,211	2,277	6 9	1 15
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
6,70,347	17,536	31,054	31,660	969	10,807	7,62,373	12 2	10 10
51,963	2,896	8,432	...	377	4,657	68,325	13 7	10 3
7,22,310	20,432	39,486	31,660	1,346	15,464	8,30,698	12 3	10 9
9,496	....	...	...	...	...	9,496	15 3	15 3
...	...	...	...	...	...	...	...	...
2,77,250	58,822	...	14,241	...	.....	3,50,313	14 14	11 13
13,862	3,884	...	...	...	...	17,746	17 2	13 6
76,360	...	73,990	1,237	...	1,384	1,52,971	16 12	8 6
25,321	...	27,093	...	...	.....	52,414	20 3	9 12

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION—*contd.*						
Sholapur—*contd.*						
Aided—						
Under Chapter II—						
Boys	6	31	796	827	830	719
Girls	5	...	397	397	381	293
Under Chapter III—						
Boys	34	2	1,597	1,599	1,576	1,396
Girls	3	...	126	126	123	83
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	546	3,042	34,108	37,150	35,663	28,401
Girls	50	73	4,234	4,307	4,134	2,589
Total ...	596	3,115	38,342	41,457	39,797	30,990
Ahmednagar—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Board—						
Boys	564	2,405	26,981	29,386	28,880	21,774
Girls	30	46	2,207	2,253	2,049	1,403
Municipal—						
Boys	24	741	4,026	4,767	4,634	3,722
Girls	11	60	1,188	1,248	1,212	745
Aided—						
Under Chapter II—						
Boys	12	128	952	1,080	1,014	883
Girls	9	72	707	779	809	648
Under Chapter III—						
Boys	168	15	3,451	3,466	3,237	2,496
Girls	8	...	230	230	207	172
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	768	3,289	35,410	38,699	37,765	28,875
Girls	58	178	4,332	4,510	4,277	2,968
Total ...	826	3,467	39,742	43,209	42,042	31,843

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
5,490	...	...	4,036	...	2,724	12,250	14 12	6 9
3,140	...	...	...	1,886	1,311	6,337	16 10	8 4
3,631	...	...	3,966	...	5,422	13,019	8 4	2 5
406	...	...	...	...	2,055	2,461	20 0	3 5
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
3,72,227	58,822	73,990	23,480	...	9,530	5,38,049	15 1	10 7
42,729	3,884	27,093	...	1,886	3,366	78,958	19 1	10 5
4,14,956	62,706	1,01,083	23,480	1,886	12,896	6,17,007	15 8	10 7
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
3,15,038	57,406	...	4,859	...	...	3,77,303	13 1	10 14
78,759	6,057	...	...	...	...	84,816	41 6	38 6
46,289	950	44,464	3,053	...	233	94,989	20 8	9 15
10,558	...	7,909	...	...	...	18,467	15 4	8 11
10,731	...	...	...	...	15,504	26,235	25 11	10 9
10,804	...	...	...	...	9,060	19,864	24 9	13 6
8,091	...	...	498	50	37,168	45,807	14 2	2 8
678	...	...	...	...	1,525	2,203	10 9	3 4
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
3,80,149	58,356	44,464	8,410	50	52,905	5,44,334	14 7	10 1
1,00,799	6,057	7,909	...	...	10,585	1,25,350	29 5	23 8
4,80,948	64,413	52,373	8,410	50	63,490	6,69,684	15 15	11 7

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION—*contd.*						
East Khandesh—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Board—						
Boys	693	3,805	42,886	46,691	47,378	37,209
Girls	39	13	1,589	1,602	1,556	1,070
Municipal—						
Boys	55	1,369	10,746	12,115	11,905	9,447
Girls	24	65	2,355	2,420	2,343	1,216
Aided—						
Under Chapter II—						
Boys	1	...	93	93	92	69
Girls	...	...	...	...	...	...
Under Chapter III—						
Boys	18	...	1,177	1,177	1,158	887
Girls	...	...	...	...	...	...
Unaided—						
Boys	14	1	383	384	344	275
Girls	...	...	...	...	...	...
Total—						
Boys	781	5,175	55,285	60,460	60,877	47,887
Girls	63	78	3,944	4,022	3,899	2,286
Total ...	844	5,253	59,229	64,482	64,776	50,173
West Khandesh—						
Government—						
Boys	1	59	214	273	267	239
Girls	...	...	...	...	...	...
Local Board—						
Boys	288	1,527	17,520	19,047	17,417	14,871
Girls	15	...	647	647	662	449
Municipal—						
Boys	34	925	5,463	6,388	6,124	5,040
Girls	20	59	1,892	1,951	1,844	1,111
Aided—						
Under Chapter II—						
Boys	4	64	216	280	274	239
Girls	1	9	64	73	75	70
Under Chapter III—						
Boys	9	6	304	310	287	225
Girls	7	...	320	320	302	230

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
5,90,960	1,29,285	...	20,459	...	...	7,40,704	15 10	12 7
17,908	4,797	...	...	...	...	22,705	14 9	11 8
1,22,166	...	1,04,593	5,169	..	63	2,31,991	19 8	10 4
20,157	...	20,968	...	...	...	41,125	17 9	8 9
120	...	...	...	...	...	120	1 5	1 5
...	...	...	...	...	...	...	...	...
317	...	...	...	...	...	317	0 4	0 4
...	...	...	...	...	...	...	...	...
Not supplied.								
...	...	...	...	...	...	...	...	...
7,13,563	1,29,285	1,04,593	25,628	...	63	9,73,132	15 15	11 11
38,065	4,797	20,968	...	...	...	63,830	16 6	9 12
7,51,628	1,34,082	1,25,561	25,628	..	63	10,36,962	16 0	11 9
7,660	...	...	...	...	...	7,660	28 11	28 11
...	...	...	...	...	...	...	...	...
2,45,419	1,06,822	...	4,259	...	2,495	3,58,995	20 10	14 1
11,687	5,226	...	...	...	149	17,062	25 12	17 10
66,820	175	58,447	1,044	...	2,363	1,28,849	21 0	10 15
20,504	...	15,044	...	...	1,020	36,568	19 13	11 2
2,438	...	...	...	399	7,191	10,028	36 9	8 14
920	...	...	...	...	1,720	2,640	35 3	12 4
689	...	...	180	...	3,244	4,113	14 5	2 6
712	...	...	...	...	1,851	2,563	8 8	2 6

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
CENTRAL DIVISION—*concld.*						
West Khandesh—*contd.*						
Unaided—						
Boys	2	...	85	85	95	80
Girls	1	8	18	26	24	21
Total—						
Boys	338	2,581	23,802	26,383	24,464	20,194
Girls	44	76	2,941	3,017	2,907	1,881
Total ...	382	2,657	26,743	29,400	27,371	22,075
Abstract, Central Division—						
Government—						
Boys	6	168	1,440	1,608	1,507	1,180
Girls	2	76	248	324	334	241
Local Board—						
Boys	3,383	16,932	185,987	202,919	198,909	154,344
Girls	199	215	9,528	9,743	9,298	6,487
Municipal—						
Boys	248	6,580	42,222	48,802	47,810	37,141
Girls	119	416	13,823	14,239	13,565	7,623
Aided—						
Under Chapter II—						
Boys	64	436	8,266	8,702	8,393	6,916
Girls	37	253	8,203	8,456	8,436	2,670
Under Chapter III—						
Boys	388	58	12,042	12,100	11,756	9,300
Girls	38	...	1,574	1,574	1,522	1,151
Unaided—						
Boys	32	21	802	823	761	601
Girls	2	8	185	193	195	173
Total—						
Boys	4,121	24,195	250,759	274,954	268,636	209,482
Girls	397	968	28,561	29,529	28,350	18,345
Total ...	4,518	25,166	279,320	304,483	296,986	227,827
NORTHERN DIVISION.						
Ahmedabad—						
Government—						
Boys	3	94	421	515	494	410
Girls	1	51	182	233	217	161

Nos. 4 and 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
Not supplied.								
Do.								
3,23,026	1,06,997	58,447	5,483	399	15,293	5,09,645	20 13	13 3
33,823	5,226	15,044	...	...	4,740	58,833	20 4	11 10
3,56,849	1,12,223	73,491	5,483	399	20,033	5,68,478	20 12	13 8
28,019	...	...	108	...	....	28,127	18 10	18 9
22,718	...	...	...	...	....	22,718	68 0	68 0
24,61,648	3,81,183	...	82,254	...	2,730	29,27,815	14 12	12 7
1,76,106	24,124	...	...	...	149	2,00,379	21 9	18 14
4,82,848	8,301	3,88,238	23,704	...	5,186	9,08,277	19 3	10 3
1,34,889	343	1,16,152	...	...	1,117	2,52,451	18 9	9 15
74,716	...	...	23,742	1,795	90,472	1,90,725	22 10	8 14
40,758	...	375	5,092	2,400	42,383	91,008	26 8	11 14
30,049	...	979	9,685	2,001	77,828	1,20,492	10 4	2 9
4,733	...	...	198	377	11,896	17,209	11 5	3 2
Not supplied.								
Do.								
30,77,280	3,89,484	3,89,217	1,39,443	3,795	1,76,216	41,75,436	15 9	11 7
3,79,159	24,467	1,16,527	5,290	2,777	56,545	5,83,765	20 9	13 6
34,56,439	4,13,951	5,05,744	1,44,733	6,576	2,31,761	47,59,201	16 1	11 10
14,228	...	...	652	...	...	14,880	30 2	28 13
6,831	....	...	...	...	...	6,831	31 7	31 7

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
NORTHERN DIVISION—*contd.*						
Ahmedabad—*contd.*						
Local Board—						
Boys	314	2,644	18,858	21,502	20,611	17,185
Girls	47	321	2,937	3,258	3,173	2,455
Municipal—						
Boys	82	1,530	14,896	16,426	16,210	12,593
Girls	35	319	5,358	5,677	5,645	3,990
Aided—						
Under Chapter II—						
Boys	11	178	1,198	1,376	1,366	1,103
Girls	13	136	1,874	2,010	1,883	1,531
Under Chapter III—						
Boys	38	14	1,238	1,252	1,176	963
Girls	6	...	332	332	310	257
Unaided—						
Boys	1	...	219	219	227	190
Girls	...	...	...	...	...	...
Total—						
Boys	444	4,460	36,880	41,290	40,084	32,444
Girls	102	827	10,683	11,510	11,228	8,894
Total ...	546	5,287	47,513	52,800	51,312	40,838
Kaira—						
Government—						
Boys	1	...	46	46	46	35
Girls	...	...	...	...	...	...
Local Board—						
Boys	333	4,449	24,929	29,378	28,699	22,688
Girls	53	500	4,013	4,513	4,302	3,373
Municipal—						
Boys	38	1,571	5,307	6,878	6,575	5,554
Girls	15	135	2,640	2,775	2,377	1,791
Aided—						
Under Chapter II—						
Boys	10	222	774	996	957	804
Girls	5	140	533	673	659	553
Under Chapter III—						
Boys	161	109	5,950	6,059	5,791	4,172
Girls	13	27	658	685	644	506

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
3,41,671	67,435	...	9,589	...	7,713	4,26,408	20 11	16 9
51,000	24,894	...	...	...	...	75,894	23 12	16 1
1,73,493	1,320	2,14,446	3,465	65	437	3,93,226	24 4	10 7
64,974	486	83,976	...	...	7	1,49,393	26 8	11 9
13,950	...	3,887	502	633	7,350	25,822	18 14	10 3
19,372	...	13,453	149	235	6,979	40,188	21 5	10 5
3,865	...	232	180	441	11,128	15,846	13 8	3 5
1,165	...	120	...	...	1,481	2,766	9 0	4 0
...	...	...	...	3,158	...	3,158	13 10	...
...	...	...	...	...	...	...	...	...
5,47,207	68,755	2,18,065	14,388	4,297	26,628	8,79,340	21 15	13 10
1,43,342	24,830	97,549	149	235	8,467	2,74,572	22 14	11 15
6,90,549	93,585	3,15,614	14,537	4,532	35,095	11,53,912	22 8	13 7
858	...	...	...	...	...	858	18 10	18 10
...	...	...	...	...	...	...	...	...
4,39,831	91,721	...	10,976	...	1,503	5,44,031	18 14	15 5
52,007	26,880	...	...	...	...	78,887	18 5	12 1
53,752	2,633	46,795	4,052	72	321	1,07,625	16 6	8 2
20,687	875	14,750	12	33	79	36,436	15 5	8 11
8,485	...	1,198	157	984	10,115	20,939	21 14	8 14
10,745	...	375	59	150	3,038	14,367	21 13	16 5
15,000	...	248	630	...	57,468	73,346	12 9	2 9
1,953	...	199	...	...	3,202	5,354	8 5	3 0

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
	2	3	4	5	6	7
NORTHERN DIVISION—*contd.*						
Kaira—*contd.*						
Unaided—						
Boys ...	3	...	116	116	117	86
Girls ...	..	....	....	....	...	...
Total—						
Boys	546	6,351	37,122	43,473	42,185	33,339
Girls	86	802	7,844	8,646	7,982	6,223
Total ...	632	7,153	44,966	52,119	50,167	39,562
Panch Mahals—						
Government—						
Boys ...	1	...	57	57	63	52
Girls	...	....	....	....	...	...
Local Board—						
Boys	157	1,012	7,963	8,975	8,346	6,344
Girls ...	17	102	1,021	1,123	1,095	754
Municipal—						
Boys ...	11	214	2,101	2,315	2,252	1,771
Girls ...	6	26	930	956	937	676
Aided—						
Under Chapter II—						
Boys ...	6	16	688	704	648	535
Girls ...	2	49	202	251	243	214
Under Chapter III—						
Boys ...	22	88	1,089	1,177	1,135	885
Girls ...	15	8	1,103	1,111	1,115	860
Unaided—						
Boys ...	1	...	53	53	54	43
Girls ...	...	...	...	...	...	...
Total—						
Boys ...	198	1,330	11,951	13,281	12,498	9,628
Girls ...	40	185	3,256	3,441	3,390	2,504
Total ...	238	1,515	15,207	16,722	15,888	12,132
Broach—						
Government—						
Boys ...	1	....	10	10	13	9
Girls ...	...	...	...	...	....	...
Local Board—						
Boys ...	232	1,703	13,730	15,433	14,910	10,864
Girls ...	28	151	1,534	1,685	1,613	1,137

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	1,498	1,498	12 4	...
...	...	...	...	...	...	...	...	...
5,17,926	94,354	48,241	15,815	1,056	70,905	7,48,297	17 12	12 4
85,392	27,755	15,324	71	183	6,319	1,35,044	16 15	10 11
6,03,318	1,22,109	63,565	15,886	1,239	77,224	8,83,341	17 10	12 1
1,152	...	...	...	...	...	1,152	18 5	18 5
...	...	...	...	...	...	...	...	...
1,66,557	17,146	...	2,279	...	1,108	1,87,090	22 7	19 15
16,012	3,100	...	...	...	...	19,112	17 8	14 10
18,587	...	14,199	70	57	37	32,950	14 10	8 4
7,710	...	5,619	...	...	6	13,335	14 4	8 4
3,145	587	1,181	223	...	6,041	11,177	17 4	4 14
3,193	...	646	12	36	4,460	8,347	34 6	18 2
1,476	312	1,039	...	...	6,633	9,460	8 5	1 5
1,107	...	980	...	50	3,990	6,127	5 8	1 0
...	...	...	...	...	360	360	6 11	...
...	...	...	...	...	...	...	...	...
1,90,917	18,045	16,419	2,572	57	14,179	2,42,189	19 6	15 4
28,022	3,100	7,245	12	86	8,456	46,921	13 14	8 4
2,18,939	21,145	23,664	2,584	143	22,635	2,89,110	18 3	13 12
306	...	...	...	...	...	306	23 8	23 8
...	...	...	...	...	...	...	...	...
2,34,566	44,014	...	4,626	...	2,246	2,85,452	19 2	15 12
22,010	7,140	...	...	...	...	29,150	18 1	13 10

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
NORTHERN DIVISION—*contd.*						
Broach—*contd.*						
Municipal—						
Boys	19	331	3,393	3,724	3,631	3,053
Girls	13	150	1,648	1,798	1,786	1,384
Aided—						
Under Chapter II—						
Boys	4	35	220	255	259	211
Girls	2	33	114	147	159	136
Under Chapter III—						
Boys	12	...	364	364	312	230
Girls	2	...	129	129	119	92
Unaided—						
Boys	2	...	97	97	96	74
Girls	...	...	...	...	...	...
Total—						
Boys	270	2,069	17,814	19,883	19,221	14,441
Girls	45	334	3,425	3,759	3,677	2,699
Total ...	315	2,403	21,239	23,642	22,898	17,140
Surat—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Board—						
Boys	389	3,099	29,250	32,349	31,415	21,259
Girls	41	267	2,843	3,110	3,077	1,982
Municipal—						
Boys	53	724	8,983	9,707	8,779	6,616
Girls	24	134	3,371	3,505	3,373	2,155
Aided—						
Under Chapter II—						
Boys	13	18	1,372	1,390	1,353	1,111
Girls	15	101	1,111	1,212	1,172	896
Under Chapter III—						
Boys	18	36	790	826	800	614
Girls	3	8	121	129	120	87
Unaided—						
Boys	5	3	674	677	607	455
Girls	5	...	504	504	484	332
Total—						
Boys	478	3,880	41,069	44,949	42,954	30,055
Girls	88	510	7,950	8,460	8,226	5,452
Total ...	566	4,390	49,019	53,409	51,180	35,507

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
40,151	493	35,858	1,484	40	112	78,138	21 8	11 0
17,518	236	15,176	...	22	2	32,954	18 7	9 12
773	...	...	...	...	5,020	5,793	22 4	2 15
1,933	...	...	110	1,125	899	4,067	25 9	12 2
580	...	100	69	...	4,497	5,246	17 0	1 14
384	...	...	...	...	829	1,213	10 3	3 4
...	...	...	...	...	3,583	3,583	37 5	...
...	...	...	...	...	...	...	...	...
2,76,376	44,507	35,958	6,179	40	15,458	3,78,518	19 11	14 6
41,845	7,376	15,176	110	1,147	1,730	67,384	18 5	11 6
3,18,221	51,883	51,134	6,289	1,187	17,188	4,45,902	19 7	13 14
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
4,25,798	85,042	...	8,377	...	4,535	5,23,752	16 10	13 9
33,370	10,007	...	...	...	...	43,377	14 1	10 14
90,191	94	88,403	...	...	134	1,78,822	20 6	10 6
32,181	34	25,663	...	...	29	57,907	17 3	9 9
8,176	...	3,914	67	3,276	10,195	25,628	18 15	6 1
12,366	100	6,033	...	7,257	16,788	42,549	36 5	10 9
2,360	...	70	47	...	3,522	5,999	7 8	2 15
449	...	53	...	...	737	1,239	10 5	3 12
...	...	...	...	1,343	11,232	12,575	20 11	...
...	...	...	...	1,882	7,184	9,066	18 12	...
5,26,525	85,136	92,387	8,491	4,619	29,618	7,46,776	17 6	12 4
78,366	10,141	31,754	...	9,139	24,738	1,54,138	18 8	9 7
6,04,891	95,277	1,24,141	8,491	13,758	54,356	9,00,914	17 9	11 13

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
NORTHERN DIVISION—*concld.*						
Abstract, Northern Division—						
Government—						
Boys	6	94	534	628	616	506
Girls	1	51	182	233	217	161
Local Board—						
Boys	1,425	12,907	94,730	107,637	103,981	78,340
Girls	186	1,341	12,348	13,689	13,260	9,701
Municipal—						
Boys	203	4,370	34,680	39,050	37,447	29,587
Girls	93	764	13,947	14,711	14,118	9,946
Aided—						
Under Chapter II—						
Boys	44	469	4,252	4,721	4,583	3,762
Girls	37	459	3,834	4,293	4,116	3,330
Under Chapter III—						
Boys	246	247	9,431	9,678	9,214	6,864
Girls	39	43	2,343	2,386	2,308	1,802
Unaided—						
Boys	12	3	1,159	1,162	1,101	848
Girls	5	...	504	504	484	332
Total—						
Boys	1,936	18,090	144,786	162,876	156,942	119,907
Girls	361	2,658	33,158	35,816	34,503	25,272
Total ...	2,297	20,748	177,944	198,692	191,445	145,179
SOUTHERN DIVISION.						
Dharwar—						
Government—						
Boys	4	57	633	690	698	547
Girls	1	34	166	200	215	181
Local Board—						
Boys	489	4,201	31,171	35,372	35,286	24,747
Girls	70	63	4,182	4,245	4,102	2,714
Municipal—						
Boys	63	1,136	10,458	11,594	11,337	8,291
Girls	29	126	4,067	4,193	4,101	2,615
Aided—						
Under Chapter II—						
Boys	10	27	1,115	1,142	1,095	907
Girls	2	...	115	115	119	89
Under Chapter III—						
Boys	161	198	5,831	6,029	6,012	5,107
Girls	4	1	150	151	134	108

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
16,544	...	...	652	...	.....	17,196	27 13	26 14
6,831	...	...	.....	.....	...	6,831	31 8	31 8
16,08,423	3,05,358	...	35,847	...	17,105	19,66,733	18 15	15 7
1,74,399	71,521	...	...	...	...	2,45,920	18 9	13 2
3,76,174	4,540	3,99,701	9,071	234	1,041	7,90,761	21 2	10 1
1,43,070	1,581	1,45,184	12	55	123	2,90,025	20 9	10 2
34,529	587	9,680	949	4,893	38,721	89,359	19 8	7 9
47,609	100	20,512	330	8,803	32,164	1,09,518	26 10	11 9
23,281	312	1,689	926	441	33,248	1,09,897	11 15	2 8
5,058	...	1,352	...	50	10,239	16,699	7 4	2 3
...	...	...	...	4,501	16,673	21,174	19 4	...
...	...	...	...	1,882	7,184	9,066	18 12	...
20,58,951	3,10,797	4,11,070	47,445	10,069	1,56,788	29,95,120	19 6	13 11
3,76,967	73,202	1,67,048	342	10,790	49,710	6,78,059	19 10	10 15
24,35,918	3,83,999	5,78,118	47,787	20,859	2,06,498	36,73,179	19 3	12 12
11,296	...	...	183	...	...	11,479	16 9	16 5
5,508	...	...	...	...	...	5,508	25 10	25 10
5,25,741	9,928	...	16,041	...	19,314	5,71,024	16 3	14 14
82,140	...	...	.....	...	...	82,140	20 0	20 0
1,19,101	68	91,698	5,511	...	468	2,16,846	19 2	10 8
33,388	...	32,714	...	...	13	66,115	16 2	8 2
7,461	...	...	449	...	4,436	12,346	11 4	6 13
340	.....	...	27	.....	653	1,020	8 9	2 15
14,668	...	...	...	...	975	15,643	2 10	2 7
...	...	...	...	...	.....	.....	...	.....

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SOUTHERN DIVISION—*contd.*						
Dharwar—*concld.*						
Unaided—						
Boys	3	2	77	79	77	64
Girls	...	...	...	...	...	...
Total—						
Boys	730	5,621	49,285	54,906	54,502	39,663
Girls	106	224	8,680	8,904	8,671	5,907
Total ...	836	5,845	57,965	63,810	63,173	45,570
Belgaum—						
Government—						
Boys	1	...	91	91	55	42
Girls	...	...	...	...	...	...
Local Board—						
Boys	594	3,454	34,536	37,990	33,713	26,816
Girls	45	70	2,665	2,735	2,526	1,840
Municipal—						
Boys	31	791	5,797	6,588	6,134	4,912
Girls	17	53	1,999	2,052	1,915	1,849
Aided—						
Under Chapter II—						
Boys	4	31	966	997	933	806
Girls	3	...	247	247	207	171
Under Chapter III—						
Boys	45	49	1,115	1,164	1,106	890
Girls	...	...	...	...	...	...
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	675	4,325	42,505	46,830	41,941	33,466
Girls	65	123	4,911	5,034	4,648	3,360
Total ...	740	4,448	47,416	51,864	46,589	36,826
Bijapur—						
Government—						
Boys	4	25	294	319	287	259
Girls	...	...	...	...	...	...
Local Board—						
Boys	378	2,616	20,190	22,806	23,014	17,301
Girls	35	44	1,623	1,667	1,492	1,034

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	250	250	3 4	...
...	...	...	...	...	...	...	...	...
6,78,267	9,996	91,698	22,184	...	25,443	8,27,588	15 3	12 6
1,21,376	...	32,714	27	...	666	1,54,783	17 14	14 0
7,99,643	9,996	1,24,412	22,211	...	26,109	9,82,371	16 0	11 0
1,082	...	...	...	...	...	1,082	19 11	19 11
...	...	...	...	...	...	...	...	...
4,51,999	66,934	...	177	...	8,008	5,27,118	15 10	13 6
41,929	...	...	...	...	...	41,929	16 10	16 10
56,531	11,264	34,190	1,602	...	17	1,03,604	16 12	9 2
24,912	...	751	...	...	...	25,663	13 6	13 0
3,176	...	...	...	...	1,659	4,835	2 0	2 0
1,461	...	...	...	...	...	1,461	7 1	7 1
2,202	...	...	...	...	1,222	3,424	3 2	2 0
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
5,12,990	78,198	34,190	1,779	...	10,906	6,40,063	15 4	12 4
68,302	...	751	...	...	...	69,053	14 14	14 11
5,83,292	78,198	34,941	1,779	...	10,906	7,09,116	15 4	12 8
9,006	...	...	...	...	...	9,006	51 6	51 6
...	...	...	...	...	...	...	...	...
3,48,940	60,979	...	13,081	...	497	4,23,497	18 6	15 3
34,540	...	...	...	...	...	34,540	23 3	23 3

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SOUTHERN DIVISION—*contd.*						
Bijapur—*concld.*						
Municipal—						
Boys	34	473	4,735	5,208	5,091	3,448
Girls	15	44	1,547	1,591	1,579	968
Aided—						
Under Chapter II—						
Boys	5	39	620	659	642	543
Girls	3	5	183	188	174	149
Under Chapter III—						
Boys	145	275	5,049	5,324	5,172	4,501
Girls	3	...	102	102	102	71
Unaided—						
Boys	13	8	367	375	351	309
Girls	...	...	...	...	...	...
Total—						
Boys	579	3,436	31,255	34,691	34,557	26,361
Girls	56	93	3,455	3,548	3,347	2,222
Total ...	635	3,529	34,710	38,239	37,904	28,583
Karwar—						
Government—						
Boys	1	...	22	22	27	16
Girls	...	...	...	...	...	...
Local Board—						
Boys	251	824	10,577	11,401	11,133	7,881
Girls	20	61	984	1,045	1,042	711
Municipal—						
Boys	24	270	2,708	2,978	2,917	2,261
Girls	8	42	802	844	844	579
Aided—						
Under Chapter II—						
Boys	2	...	158	158	135	104
Girls	...	...	...	...	...	...
Under Chapter III—						
Boys	30	7	1,015	1,022	863	672
Girls	2	...	55	55	59	51
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	308	1,101	14,480	15,581	15,075	10,934
Girls	30	103	1,841	1,944	1,945	1,341
Total ...	338	1,204	16,321	17,525	17,020	12,275

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
55,479	2,475	37,594	2,557	...	...	98,103	19 6	10 14
9,917	...	18,311	...	...	...	28,228	17 14	6 4
3,409	...	...	...	...	...	3,409	5 5	5 5
845	...	...	...	...	...	845	4 14	4 14
} 13,206	...	...	...	...	...	13,206	2 9	2 9
...	...	...	...	...	1,055	1055	3 0	...
...	...	...	...	...	...	...	...	...
4,30,040	63,452	37,594	15,638	...	1,552	5,48,276	15 14	12 7
45,302	...	18,311	...	...	...	63,613	19 0	13 9
4,75,342	63,452	55,905	15,638	....	1,552	6,11,889	16 2	12 9
504	...	...	...	...	...	504	18 14	18 14
...	...	...	...	...	...	...	...	...
2,47,909	5,947	...	2,694	...	6,341	2,62,891	23 10	22 4
20,215	...	...	...	...	...	20,215	19 6	19 6
44,174	8,417	...	868	...	83	53,542	18 6	12 2
11,650	...	...	...	...	...	11,650	13 13	13 13
	Not	supplied	by	the	schools.	...	...	...
...	...	...	...	...	...	...	...	...
} 2,129	...	...	...	...	...	2,129	2 0	2 0
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
2,94,716	14,364	...	3,562	...	6,424	3,19,066	21 3	19 9
31,865	...	...	...	...	...	31,865	16 6	16 6
3,26,581	14,364	...	3,562	...	6,424	3,50,931	20 10	19 3

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SOUTHERN DIVISION—*concld.*						
Abstract, Southern Division—						
Government—						
Boys	10	82	1,040	1,122	1,062	864
Girls	1	34	166	200	215	181
Local Board—						
Boys	1,712	11,095	96,474	107,569	103,148	76,745
Girls	170	238	9,454	9,692	9,162	6,299
Municipal—						
Boys	152	2,670	23,698	26,368	25,479	18,912
Girls	69	265	8,415	8,680	8,439	5,711
Aided—						
Under Chapter II—						
Boys	21	97	2,859	2,956	2,805	2,360
Girls	8	5	545	550	500	409
Under Chapter III—						
Boys	381	529	13,010	13,539	13,153	11,170
Girls	9	1	307	308	295	230
Unaided—						
Boys	16	10	444	454	428	373
Girls	...	...	...	...	....	...
Total—						
Boys	2,292	14,483	137,525	152,008	146,075	110,424
Girls	257	543	18,887	19,430	18,611	12,830
Total ...	2,549	15,026	156,412	171,438	164,686	123,254
SIND.						
Karachi—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Board—						
Boys	105	660	3,839	4,499	4,234	3,430
Girls	1	1	48	49	47	36
Municipal—						
Boys	74	21	8,489	8,510	8,249	6,666
Girls	45	79	4,636	4,715	4,548	3,227
Aided—						
Under Chapter II—						
Boys	16	...	2,525	2,525	2,492	2,109
Girls	15	88	2,281	2,369	2,232	1,678
Under Chapter III—						
Boys	115	61	4,119	4,180	3,843	3,479
Girls	17	4	812	816	780	618

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
21,888	...	...	183	...	...	22,071	20 13	20 10
5,508	...	...	...	...	...	5,508	25 10	25 10
15,74,589	1,43,788	...	81,993	...	34,160	17,84,530	17 5	15 5
1,78,824	...	...	...	...	...	1,78,824	19 8	19 8
2,75,285	22,222	1,63,482	10,538	...	568	4,72,095	18 8	10 12
79,867	...	51,776	...	...	13	1,31,656	15 10	9 7
14,046	...	...	449	...	6,095	20,590	6 12	4 13
2,646	...	...	27	...	653	3,326	6 10	5 4
32,205	...	...	...	...	2,197	34,402	2 9	2 6
...	...	...	...	...	...	...	...	...
...	...	...	...	...	1,305	1,305	3 1	...
...	...	...	...	...	...	...	...	...
19,18,013	1,66,010	1,63,482	43,163	...	44,325	23,34,993	16 0	13 2
2,66,845	...	51,776	27	...	666	3,19,314	17 3	14 5
21,84,858	1,66,010	2,15,258	43,190	...	44,991	26,54,307	16 2	13 4
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
87,504	22,323	...	...	...	...	1,09,827	25 15	20 11
760	380	...	...	...	...	1,140	24 4	16 3
1,47,900	3,586	1,49,468	368	35	4,177	3,05,534	37 1	17 15
72,921	1,000	80,012	...	21	2,236	1,56,190	34 5	16 1
19,154	...	467	7,222	7,798	37,141	71,782	28 13	7 11
32,080	....	1,500	9,207	7,545	41,559	91,891	41 3	14 6
28,256	...	...	1,356	...	57,793	87,405	22 12	7 6
3,821	...	60	...	...	9,832	13,713	17 9	4 14

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SIND—*contd.*						
Karachi—*concld.*						
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	310	742	18,972	19,714	18,818	15,684
Girls	78	172	7,777	7,949	7,607	5,559
Total ...	388	914	26,749	27,663	26,425	21,243
Hyderabad—						
Government—						
Boys	1	...	227	227	225	185
Girls	1	13	166	179	177	171
Local Board—						
Boys	123	658	4,355	5,013	4,838	3,788
Girls	1	1	49	50	42	33
Municipal—						
Boys	17	158	2,508	2,666	2,576	2,014
Girls	7	6	683	689	688	516
Aided—						
Under Chapter II—						
Boys	15	...	2,707	2,707	2,492	2,096
Girls	10	51	1,455	1,506	1,471	1,206
Under Chapter III—						
Boys	118	81	3,808	3,889	3,440	2,925
Girls	19	4	625	629	575	498
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	274	897	13,605	14,502	13,571	11,008
Girls	38	75	2,978	3,053	2,953	2,424
Total ...	312	972	16,583	17,555	16,524	13,432
Larkana—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Board—						
Boys	220	1,657	9,755	11,412	10,833	8,530
Girls	8	16	333	349	322	270

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
2,82,814	25,909	1,49,935	8,946	7,833	99,111	5,74,548	30 9	15 0
1,09,582	1,380	81,572	9,207	7,566	53,627	2,62,934	34 9	14 6
3,92,396	27,289	2,31,507	18,153	15,399	1,52,738	8,37,482	31 11	14 14
				...				
5,175	...	...	648	...	...	5,823	25 14	23 0
5,677	...	...	...	...	...	5,677	32 1	32 1
1,00,808	44,777	...	...	...	...	1,45,585	30 1	20 13
900	450	...	...	...	...	1,350	32 2	21 7
38,004	4,149	24,918	1,047	659	687	69,464	26 15	14 12
9,731	...	6,934	...	...	...	16,665	24 4	14 2
14,112	...	2,421	19,282	...	27,509	63,324	25 7	5 11
18,776	...	333	8,836	25	9,956	37,926	25 12	12 12
20,708	...	...	824	710	41,100	63,342	18 7	6 0
3,512	...	30	...	...	7,167	10,709	18 10	6 2
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
1,78,807	48,926	27,339	21,801	1,369	69,296	3,47,538	25 10	13 3
38,596	450	7,297	8,836	25	17,123	72,327	24 8	13 1
2,17,403	49,376	34,636	30,637	1,394	86,419	4,19,865	11 7	5 15
				...				
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
2,54,799	51,816	...	...	...	23,818	3,30,433	30 8	23 8
5,170	2,585	...	...	...	...	7,755	24 1	16 1

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SIND—*contd.*						
Larkana—*concld.*						
Municipal—						
Boys	7	12	1,668	1,680	1,582	1,280
Girls	3	...	231	231	199	151
Aided—						
Under Chapter II—						
Boys	...	...	...	...	...	...
Girls	1	5	65	70	58	50
Under Chapter III—						
Boys	132	150	4,839	4,989	4,605	3,885
Girls	15	21	751	772	621	585
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	359	1,819	16,262	18,081	17,020	13,695
Girls	27	42	1,380	1,422	1,260	1,056
Total ...	386	1,861	17,642	19,503	18,280	14,751
Nawabshah—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Board—						
Boys	114	881	5,664	6,545	6,257	4,943
Girls	7	12	366	378	332	259
Municipal—						
Boys	3	1	629	630	602	468
Girls	1	...	84	84	75	56
Aided—						
Under Chapter II—						
Boys	...	...	...	...	...	...
Girls	1	4	116	120	115	75
Under Chapter III—						
Boys	74	124	2,622	2,746	2,663	2,060
Girls	10	1	285	286	252	191
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	191	1,006	8,915	9,921	9,522	7,471
Girls	19	17	851	868	774	583
Total ...	210	1,023	9,766	10,789	10,296	8,054

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
23,907	...	21,574	200	...	660	46,341	29 5	15 2
1,903	...	1,385	...	...	...	3,288	16 8	9 9
...	...	...	...	...	...	...	...	...
246	254	...	...	...	430	930	16 1	4 4
25,289	...	...	635	...	13,723	39,647	8 10	5 8
3,395	...	...	...	624	1,808	5,827	8 9	5 0
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
3,03,995	51,816	21,574	835	...	38,201	4,16,421	24 7	17 14
10,714	2,839	1,385	...	624	2,238	17,800	14 2	8 8
3,14,709	54,655	22,959	835	624	40,439	4,34,221	23 12	17 3
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
1,73,590	13,943	...	...	...	18,644	2,06,177	32 15	27 12
5,977	2,988	...	...	...	...	8,965	27 0	18 0
5,286	...	6,978	...	...	178	12,442	20 11	8 12
800	...	842	...	...	21	1,663	22 3	10 11
...	...	...	...	...	...	...	...	...
1,028	80	...	...	...	339	1,447	12 9	8 15
20,632	...	302	324	...	9,815	31,073	11 11	7 12
1,615	...	...	...	...	880	2,495	9 14	6 7
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
1,99,508	13,943	7,280	324	...	28,637	2,49,692	26 4	20 15
9,420	3,068	842	...	...	1,240	14,570	18 13	12 3
2,08,928	17,011	8,122	324	...	29,877	2,64,262	25 11	20 5

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SIND—*contd.*						
Thar and Parkar—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Board—						
Boys	85	411	2,769	3,180	3,134	2,463
Girls	9	41	458	499	488	380
Municipal—						
Boys	2	23	262	285	265	201
Girls	1	3	38	41	44	31
Aided—						
Under Chapter II—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Under Chapter III—						
Boys	70	61	1,837	1,898	1,756	1,592
Girls	2	1	92	93	93	55
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	157	495	4,868	5,363	5,155	4,256
Girls	12	45	588	633	625	466
Total ...	169	540	5,456	5,996	5,780	4,722
Sukkur—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Board—						
Boys	160	1,442	7,364	8,806	8,617	6,841
Girls	...	...	...	...	...	...
Municipal—						
Boys	18	91	3,398	3,489	3,062	2,498
Girls	10	8	1,659	1,667	1,643	1,147
Aided—						
Under Chapter II—						
Boys	3	3	549	552	547	484
Girls	2	2	161	163	131	99
Under Chapter III—						
Boys	122	139	5,417	5,556	5,173	4,315
Girls	19	27	1,134	1,161	1,028	820

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
71,026	24,161	...	...	...	17	95,204	30 6	22 11
11,069	6,000	...	...	...	...	17,069	35 0	22 11
4,209	...	4,733	...	...	...	8,942	33 12	15 14
878	...	1,225	...	...	...	2,103	47 13	19 15
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
9,365	...	...	...	...	18,612	27,977	15 15	5 5
236	200	276	...	48	1,016	1,776	19 2	2 9
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
84,600	24,161	4,733	...	...	18,629	1,32,123	25 14	16 9
12,183	6,200	1,501	...	48	1,016	20,948	33 8	19 8
96,783	30,361	6,234	...	48	19,645	1,53,071	26 3	16 9
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
2,14,477	36,051	...	...	...	...	2,50,528	29 1	24 14
...	...	...	...	...	...	...	...	...
47,423	427	33,779	4	...	308	81,941	26 12	15 8
14,677	...	14,236	...	...	195	29,108	17 11	8 15
2,636	...	734	391	...	2,070	5,831	10 11	4 13
1,223	...	...	...	...	771	1,994	15 1	9 5
27,000	...	2,498	4,800	736	25,005	60,039	11 10	5 4
3,426	...	1,269	...	...	8,480	13,175	18 1	4 11

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SIND—*contd.*						
Sukkur—*concld.*						
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	303	1,675	16,728	18,403	17,399	14,138
Girls	31	37	2,954	2,991	2,802	2,066
Total ...	334	1,712	19,682	21,894	20,201	16,204
Upper Sind Frontier—						
Government—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Local Board—						
Boys	89	612	3,286	3,898	3,865	3,113
Girls	...	...	...	...	...	...
Municipal—						
Boys	2	17	349	366	346	270
Girls	2	1	112	113	108	73
Aided—						
Under Chapter II—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Under Chapter III—						
Boys	57	100	1,631	1,731	1,591	1,289
Girls	6	...	153	153	138	111
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	142	729	5,266	5,995	5,802	4,672
Girls	8	1	265	266	246	184
Total ...	150	730	5,531	6,261	6,048	4,856
Abstract, Sind—						
Government—						
Boys	1	...	227	227	225	185
Girls	1	13	166	179	177	171
Local Board—						
Boys	890	6,321	37,032	43,353	41,778	33,106
Girls	26	71	1,254	1,325	1,231	998

NOS. 4 AND 5—*contd.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
2,91,536	36,478	37,011	5,195	736	27,383	3,98,339	22 14	16 12
19,326	...	15,505	...	...	9,446	44,277	15 13	6 14
3,10,862	36,478	52,516	5,195	736	36,829	4,42,616	21 15	15 6
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
87,193	36,453	...	...	...	911	1,24,557	32 3	22 9
...	...	...	...	...	...	...	...	...
4,893	...	4,333	...	...	11	9,237	26 11	14 2
1,839	...	1,827	...	...	12	3,678	34 1	17 0
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
8,137	...	119	488	...	6,264	15,008	9 7	5 2
896	...	...	...	...	550	1,446	14 15	9 4
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
1,00,223	36,453	4,452	488	...	7,186	1,48,802	25 10	17 4
2,735	...	1,827	...	...	562	5,124	20 13	11 2
1,02,958	36,453	6,279	488	...	7,748	1,53,926	25 7	17 0
5,175	...	...	648	...	...	5,823	25 14	23 0
5,677	...	...	...	...	...	5,677	32 1	32 1
9,89,397	2,29,524	...	...	...	43,390	12,62,311	30 3	23 11
23,876	12,403	...	...	...	...	36,279	29 8	19 6

SUBSIDIARY FORM

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.			Average monthly number.	Average daily attendance.
		Upper Primary stage.	Lower Primary stage.	Total.		
1	2	3	4	5	6	7
SIND—*concld.*						
Abstract, Sind Division—*concld.*						
Municipal—						
Boys	126	323	17,303	17,626	16,682	13,397
Girls	69	97	7,443	7,540	7,305	5,203
Aided—						
Under Chapter II—						
Boys	34	3	5,781	5,784	5,531	4,689
Girls	29	150	4,078	4,228	4,007	3,108
Under Chapter III—						
Boys	688	716	24,273	24,989	23,071	19,545
Girls	88	58	3,852	3,910	3,547	2,878
Unaided—						
Boys	...	...	...	...	...	...
Girls	...	...	...	...	...	...
Total—						
Boys	1,736	7,369	84,616	91,979	87,287	70,924
Girls	213	389	16,793	17,182	16,267	12,338
Total	1,949	7,752	101,409	109,161	103,554	83,262
Grand Total—						
Boys	12,300	74,662	776,821	851,483	816,582	636,100
Girls	1,535	5,746	127,497	133,243	125,382	89,397
Total	13,835	80,408	904,318	984,726	941,964	725,497

NOS. 4. AND 5—*concld.*

Expenditure.							Annual cost of educating each pupil.	
Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscription and other sources.	Total.	Total cost.	Cost to Government.
8	9	10	11	12	13	14	15	16
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
2,71,622	8,162	2,45,783	1,619	694	6,021	5,33,901	32 0	16 5
1,02,749	1,000	1,06,461	...	21	2,464	2,12,695	29 2	14 1
35,902	...	3,622	26,895	7,798	66,720	1,40,937	23 15	6 1
53,353	334	1,833	18,043	7,570	53,055	1,34,188	33 7	13 5
1,39,387	...	2,919	8,427	1,446	1,72,312	3,24,491	14 5	6 2
16,901	200	1,635	...	672	29,733	49,141	13 14	4 12
...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...
14,41,483	2,37,686	2,52,324	37,589	9,938	2,88,443	22,67,463	26 0	16 8
2,02,556	13,937	1,09,929	18,043	8,263	85,252	4,37,980	26 15	12 7
16,44,039	2,51,623	3,62,253	55,632	18,201	3,73,695	27,05,443	26 2	15 14
1,05,22,849	13,42,466	28,92,496	4,45,192	1,06,021	10,27,041	1,63,36,065	20 0	12 14
16,36,999	1,24,716	12,94,845	62,588	94,709	3,07,506	35,21,363	28 1	13 1
1,21,59,848	14,67,182	41,87,341	5,07,780	2,00,730	13,34,547	1,98,57,428	21 1	12 15

SUBSIDIARY

Statistical Return of Schools for Special or Technical

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.	Average monthly number.	Average daily Attendance.	Provincial Revenues.
1	2	3	4	5	6
ART SCHOOLS.					Rs.
Government.					
Bombay—					
Sir J. J. School of Art, Bombay ...	1	541	462	404	1,19,823
Ahmedabad—					
School for Drawing and Design, Ahmedabad.	1	34	32	25	1,616
Total, Art Schools ...	2	575	494	429	1,21,439
MEDICAL SCHOOLS FOR MEN.					
Government.					
Poona—					
B. J. Medical School, Poona ...	1	227	225	220	58,425
Ahmedabad—					
B. J. Medical School, Ahmedabad.	1	142	144	131	54,800
Hyderabad—					
Medical School, Hyderabad ...	1	68	72	67	43,617
Total ...	3	437	441	418	1,56,842
FOR WOMEN.					
Aided.					
Hyderabad—					
Midwifery School, Hyderabad ...	1	4	3	2	...
TRAINING SCHOOLS FOR MEN.					
Government.					
Thana—					
Training School, Bhivandi ...	1	48	39	38	12,566
Ratnagiri—					
Training School, Ratnagiri ...	1	48	40	38	12,042
Nasik—					
Training School, Nasik ...	1	48	41	39	10,370
Poona—					
Training College for Men, Poona.	1	235	235	224	51,881
Urdu Training School, Poona ...	1	53	53	52	16,091

FORM No. 6.

Training for the Official Year 1926-1927.

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	9,383	...	1,602	1,30,808	283 2	259 5
...	...	80	...	...	1,696	53 0	50 8
...	...	9,463	...	1,602	1,32,504	268 4	245 15
...	...	9,444	...	...	67,869	301 10	259 10
...	...	10,374	...	...	65,174	452 1	380 9
1,700	...	...	...	4,395	49,712	690 7	605 13
1,700	...	19,818	...	4,395	1,82,755	414 7	355 7
550	...	...	...	1,691	2,241	747 0	...
...	...	...	...	...	12,566	322 3	322 3
...	...	...	...	...	12,042	301 0	301 0
1,526	411	...	...	...	12,307	300 2	252 14
100	1,718	...	...	1,621	55,320	235 6	220 12
200	745	...	...	...	17,086	321 7	303 9

District and name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
TRAINING SCHOOLS FOR MEN—*contd.*					
Government—contd.					
Satara—					
Training School, Satara ...	1	50	50	49	9,348
Ahmednagar—					
Training School, Ahmednagar ...	1	43	36	35	10,503
West Khandesh—					
Training College, Dhulia ...	1	157	154	147	37,290
Ahmedabad—					
P. R. Training College for Men, Ahmedabad.	1	131	132	125	33,670
Urdu Training School, Ahmedabad.	1	34	33	34	10,351
Dharwar—					
Training School, Dharwar ...	1	29	29	29	11,011
Hyderabad—					
Training College for Men, Hyderabad.	1	57	48	44	25,316
Total ...	12	933	887	854	2,40,439
Municipal.					
Poona—					
Urdu Training Class, Poona ...	1	4	4	3	.....
Aided.					
Ahmednagar—					
Union Training School, Ahmednagar.	1	41	50	42	4,470
Broach—					
Church of Brethren Mission Vocational Training School, Ankleshwar.	1	21	20	19	1,320
Total ...	2	62	70	61	5,790
Total, Training Schools for Men ...	15	999	961	918	2,46,229

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
800	...	...	...	...	10,148	202 15	186 15
...	...	...	...	...	10,503	291 12	291 12
...	2,102	...	...	428	39,820	258 9	242 2
...	1,380	...	...	2,269	37,319	282 12	255 1
...	2,309	...	...	224	12,884	390 7	313 11
425	...	...	...	...	11,496	394 0	380 0
385	...	...	...	...	25,651	570 0	562 9
3,386	8,665	...	...	4,542	2,57,032	289 12	271 1
...	192	...	...	...	192	48 0	...
...	...	...	...	7,246	11,716	234 5	89 6
...	...	...	...	676	1,996	99 13	66 0
...	...	...	...	7,922	13,712	195 13	82 11
3,386	8,857	...	...	12,464	2,70,936	281 14	256 4

District and name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
TRAINING SCHOOLS FOR WOMEN, FOR EUROPEANS.					Rs.
Aided.					
Bombay—					
Normal Class attached to the Queen Mary High School, Girgaum, Bombay.	1	11	17	11	1,187
Convent Normal Class, Clare Road, Byculla.	1	30	32	29	5,760
Poona—					
St. Mary's Training College, Poona.	1	16	16	16	8,040
Total, Training Schools for Women, for Europeans.	3	57	65	56	14,987
TRAINING SCHOOLS FOR WOMEN, FOR INDIANS.					
Government.					
Poona—					
Training College for Women, Poona.	1	87	85	78	52,574
Normal Class attached to the Central Urdu Girls' School, Poona.	1	6	7	6	Expenditure
Ahmedabad—					
Mahalaxmi Training College for Women, Ahmedabad.	1	79	85	75	28,824
Dharwar—					
Training College for Women, Dharwar.	1	50	25	24	20,840
Hyderabad—					
Training College for Women, Hyderabad.	1	30	30	26	18,719
Total ...	5	252	232	209	1,20,957
Aided.					
Bombay—					
Vanita Vishram Normal Classes, Girgaum.	1	29	29	20	3,360
Seva Sadan Normal Classes, Grant Road.	1	68	61	44	2,866

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Fund.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	805	...	1,408	3,400	200 0	69 13
...	...	1,240	...	4,857	11,857	370 8	180 0
...	...	1,820	...	969	10,829	676 13	502 8
...	...	3,865	...	7,234	26,086	401 5	230 9
...	...	...	...	...	52,574	618 8	618 8
included	under	Central	Urdu Girls'	School,	Poona.		
...	1,079	...	...	1,051	30,954	364 6	339 2
106	...	...	...	...	20,946	837 13	833 10
...	...	...	...	...	18,719	623 15	623 15
106	1,079	...	...	1,051	1,23,193	531 5	521 6
...	5,622	51	2,736	...	11,769	405 13	115 13
...	2,551	594	...	1,454	7,465	122 6	46 15

District and name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
TRAINING SCHOOLS FOR WOMEN, FOR INDIANS—*contd.*					Rs.
Aided—contd.					
Poona—					
B. M. Wadia Seva Sadan Training College, Poona.	1	53	57	49	5,040*
U. F. C. M. Training College, Poona.	1	37	39	37	3,840
Sholapur—					
Z. M. Urdu Normal Class, Sholapur.	1	4	5	4	500
Mary B. Harding Kindergarten Training School, Sholapur.	1	28	28	27	1,958
Ahmednagar—					
St. Monica's Normal Class, Ahmednagar.	1	32	29	27	3,960†
Kaira—					
Mary Brown Memorial Training College, Borsad.	1	48	52	50	4,029
Panch Mahals—					
Methodist Teachers' Training College for Women, Godhra.	1	46	47	46	4,590
Karachi—					
C. E. Z. Mission Teachers' College, Karachi.	1	12	6	6	480
Total ...	10	357	353	340	30,623‡
Total, Training Institutions for Women, for Indians.	15	609	585	519	1,51,580‡
Total, Training Institutions for Women.	18	666	650	575	1,66,567‡
ENGINEERING SCHOOLS FOR BOYS.					
Recognised.					
Karachi—					
Subordinate Engineering Class attached to the N. E. D. Civil Engineering College, Karachi.	1	29	31	28	.....

* Excluding a Drawing
† Do.
‡ Excluding Drawing grants

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Fund.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	982		9,115	15,137	265 9	88 7
...	...	1,880		3,740	9,460	242 9	98 4
...	...	...	...	2,672	3,172	634 6	100 0
...	...	...	...	2,188	4,146	148 2	69 15
...	...	...	...	5,459	9,419†	324 12	136 9
...	...	...	...	4,219	8,248	158 10	77 8
...	...	142	...	4,595	9,327	198 7	97 7
...	250	...	...	1,532	2,262	377 0	80 0
...	8,423	3,649	2,736	34,974	80,405‡	228 5	87 6
106	9,502	3,649	2,736	36,025	2,03,598‡	348 7	259 8
106	9,502	7,514	2,736	43,259	2,29,684‡	353 11	256 10
...	...	1,806	...	2,726	4,532	156 4	...

grant of Rs. 120.
do. Rs. 110.
amounting to Rs. 230.

District and name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
TECHNICAL AND INDUSTRIAL SCHOOLS FOR BOYS.					Rs.
Government.					
Bombay—					
Reay Art Work Shop (Sir J. J. School of Art).	(1)	(191)	(163)	(142)	Included in
Poona—					
College of Engineering Workshop, Poona.	1	251	248	201	31,519
Ahmedabad—					
R. C. Technical Institute, Ahmedabad.	1	115	116	90	28,077
Dharwar—					
Criminal Tribes Industrial School, Gadag.	1	44	52	50	184
Bijapur—					
Criminal Tribes Industrial School, Bagalkot.	1	33	18	14	120
Criminal Tribes Industrial School, Bijapur.	1	68	68	57	35
Total ...	5 (1)	511 (191)	502 (163)	412 (142)	59,935
Local Board.					
Ratnagiri—					
School of Industry, Ratnagiri ...	1	183	159	124	7,275
Satara—					
Local Board Technical School, Satara.	1	34	27	25	2,246
West Khandesh—					
Technical School, Dhulia ...	1	115	125	97	4,068*
Total ...	3	332	311	246	13,589*
Municipal.					
Poona—					
V. J. Municipal Technical School, Poona.	1	60 (10)	47 (6)	30 (4)	1,192†
Sholapur—					
Robertson School of Industry, Pandharpur.	1	22	22	18	775‡

* Excluding a Drawing
† Do.
‡ Do.

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
the expe	nditure	of the	Sir J. J.	School of	Art.		
...	...	9,640	...	673	41,832	168 11	127 1
...	15	2,061	...	376	30,529	263 3	242 1
...	...	...	...	...	184	3 9	3 9
...	...	...	...	...	120	6 11	6 11
...	...	...	...	...	35	0 8	0 8
...	15	11,701	...	1,049	72,700	109 8	90 2
...	...	...	...	8,097	15,372	96 10	45 12
4,088	450	...	...	3,352	10,086	373 9	83 3
7,800	500	1,974	...	4,651	18,993*	151 15	32 9
11,888	950	1,974	...	16,100	44,451	143 1	43 13
...	8,693	31	...	181	10,097†	190 8	22 8
...	1,847	...	...	...	2,622‡	119 3	35 4

grant of Rs. 34.
Rs. 174.
Rs. 10.

District and name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
TECHNICAL AND INDUSTRIAL SCHOOLS FOR BOYS—*contd.*					
Municipal—contd.					
Surat—					
F. S. Parekh Technical Institute, Surat.	1	132	134	105	7,000
Upper Sind Frontier—					
Technical School, Jacobabad ...	1	48	38	33	1,815
Total ...	4	262 (10)	241 (6)	186 (4)	10,782*
Aided.					
Bombay—					
Victoria Jubilee Technical Institute, Matunga.	1	503	458	431	1,25,000
D. C. M. Industrial School, Parel .	1	21	22	17	630
D. N. Poor Boys' Seminary, Chikhalwadi.	1	37	35	29	.....
Poona—					
Empson Workshops and Technical School, Panch Howds, Poona.	1	10 (35)	10 (39)	9 (34)	1,935
Tailoring Class of the D. C. M., Poona.	(1)	1 (61)	(56)	(43)	450
Sir D. M. Petit Industrial School, Sirur.	(1)	1 (31)	1 (36)	... (31)	2,021
Ahmednagar—					
Sir D. M. Petit Industrial School, Ahmednagar.	1	20	24	21	639
S. P. G. Mission Industrial School, Ahmednagar.	(1)	12 (81)	14 (95)	12 (81)	3,636
Salvation Army's Industrial School, Ahmednagar.	(1)	(22)	(22)	(15)	630
Kaira—					
M. E. Mission Industrial School, Nadiad.	1	56	57	50	3,080
I. P. Mission Industrial School, Borsad.	1	50	48	40	1,213
Surat—					
Mahajan Home Industrial School, Surat.	1	67	70	66	960
Sukkur—					
V. J. Technical Institute, Sukkur.	1	51	46	36	2,027
Total ...	9 (4)	829 (230)	785 (248)	711 (204)	1,42,221

* Excluding Drawing grants

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
1,000	13,871	...	1,781	1,465	25,117	187 7	52 4
500	3,537	...	...	78	5,930	156 1	47 12
1,500	27,948	31	1,781	1,724	43,766*	177 15	44 6
...	20,000	82,791	...	43,744	2,71,535	592 13	272 14
...	...	...	...	1,965	2,595	117 15	28 10
...	660	...	...	2,123	2,783	79 8	...
...	...	...	...	12,523	14,458	295 1	39 8
...	...	...	...	738	1,188	21 3	3 1
...	...	...	...	3,766	5,787	156 6	54 9
...	...	...	...	1,241	1,880	78 5	26 10
...	...	720	...	4,702	9,058	83 1	33 6
...	...	...	...	2,460	3,090	140 7	28 10
...	...	...	...	19,115	22,195	389 6	54 0
...	...	...	...	3,737	4,950	103 2	25 4
...	...	...	...	1,488	2,448	34 15	13 11
1,070	1,200	503	1,143	1,164	7,107	154 8	44 1
1,070	21,860	84,014	1,143	98,766	3,49,074	337 15	137 11

amounting to Rs. 184.

District and name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
TECHNICAL AND INDUSTRIAL SCHOOLS FOR BOYS—*concld.*					Rs.
Recognised.					
Bombay—					
J. N. Petit Parsi Orphanage, Technical Class, Parel.	1	34	39	31	.....
Poona—					
Manual Art Society's Industrial School, Poona.	1	10	10	10	.....
Dharwar—					
Industrial Settlement School, Hubli.	1	476	441	438	Expenditure
Total ...	3	520	490	479	.....
Total, Technical and Industrial Schools for Boys.	24 (5)	2,454 (431)	2,329 (417)	2,034 (350)	2,26,527*
TECHNICAL AND INDUSTRIAL SCHOOLS FOR GIRLS.					
Aided.					
Bombay—					
Domestic Art Classes, Fort ...	(1)	(64)	(62)	(32)	990
Domestic Art Classes, Chandanwadi.	(1)	(233)	(206)	(48)	1,224
A. M. Girls' Sewing Class, Byculla.	1	48	47	47	200
Nasik—					
Z. B. & M. M. Embroidery Class, Manmad.	1	30	30	28	690
Poona—					
Work Room Classes of the Seva Sadan, Poona.	1	138	139	95	3,500
Satara—					
Salvation Army's Girls' Industrial School, Satara.	(1)	(46)	(44)	(37)	800
Ahmednagar—					
S. P. G. Mission Girls' Lace School, Ahmednagar.	1	52	55	49	1,000
Ahmedabad—					
S. A. Industrial School, Ahmedabad.	1	40	31	30	364
Karachi—					
Motilabai Chellaram Nari Shala, Karachi.	1	9	10	8	508
C. E. Z. Mission Widows Industrial School, Karachi.	1	39	37	35	1,380

*Excluding drawing grants

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	63	3,848	...	3,911	100 8	...
...	...	200	...	1,570	1,770	177 0	...
figures	not supplied by the		school.	...	...	...	...
...	...	263	3,848	1,570	5,681	11 10	...
14,408	50,773	97,983	6,772	1,19,209	5,15,672*	187 14	82 9
...	...	859	...	1,411	3,200	51 9	15 0
...	...	2,673	...	...	3,897	18 14	5 15
...	...	506	...	3,785	4,491	166 5	7 6
...	...	...	...	3,607	4,297	143 3	23 0
...	...	546	...	13,154	17,200	123 12	25 3
...	...	...	...	2,942	3,742	85 1	18 3
...	...	...	...	3,498	4,498	81 13	18 3
...	...	...	...	1,484	1,848	59 9	11 12
...	300	...	980	...	1,788	178 13	50 13
...	790	118	43	9,817	12,148	328 5	37 5

amounting to Rs. 218.

District and name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
TECHNICAL AND INDUSTRIAL SCHOOLS FOR GIRLS—*contd.*					Rs.
Aided—contd.					
Karachi—					
Lohana Technical Institute, Karachi.	1	23	21	17	544
Total, Technical and Industrial Schools for Girls.	8 (3)	379 (343)	370 (307)	309 (117)	11,140
COMMERCIAL SCHOOLS FOR BOYS.					
Government.					
Bombay—					
Shorthand Class attached to Sydenham College of Commerce.	1	9	9	6	418
Accountancy Diploma Classes attached to Sydenham College of Commerce.	1	28	33	19	1,805
Commercial Classes attached to Elphinstone High School.	1	36	33	30	888
Broach—					
J. D. Vakil Commercial School, Broach.	1	16	7	6	460
Total ...	4	89	82	61	3,571
Aided.					
Bombay—					
P. P. Commercial Class attached to Sir J. J. P. B. Institution, Bombay.	1	59	61	52	390
Poona—					
Deccan Institute of Commerce, Poona.	1	15	22	12	.....
Karachi—					
Bulsara Commercial College, Karachi.	1	52	78	62	.....
Shri Bharat Yavak Mitra Mandal, Mission Road, Karachi.	1	64	82	53	.....
Coronation Commercial College, Karachi.	1	206	199	182	.....
Hyderabad—					
Nava Vidyalaya Commercial College, Hyderabad.	1	10	15	11	.....
Total ...	6	406	457	372	390

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	2,047	2,591	123 6	25 14
...	1,090	4,702	1,023	41,745	59,700	88 2	16 7
...	...	926	...	...	1,344	149 5	46 7
...	...	3,350	...	...	5,155	156 3	54 11
...	...	1,660	...	...	2,548	77 3	26 14
...	...	242	1,617	...	2,319	331 5	65 11
...	...	6,178	1,617	...	11,366	138 10	43 9
...	...	...	...	1,278	1,668	27 5	6 6
...	250	1,541	...	2,152	3,943	179 4	...
...	600	2,535	...	1,131	4,266	54 11	...
...	700	217	...	121	1,038	12 11	...
...	700	7,592	...	3,239	11,531	57 15	...
...	500	505	...	1,090	2,095	139 11	...
...	2,750	12,390	...	9,011	24,541	53 11	0 14

District and name or Class of Institutions	Number of Institutions	Number of Pupils on the rolls on 31st March 1927	Average monthly number	Average daily attendance	Provincial Revenues
1	2	3	4	5	6
					Rs.
COMMERCIAL SCHOOLS FOR BOYS—*contd.*					
Recognised					
Bombay—					
Kalbadevi Shorthand and Typewriting Institute.	1	160	160	116	.....
Script Shorthand and Typewriting Institution.	1	78	78	70	.....
B. J. College of Commerce ...	1	9	10	8	.....
Institute of Commerce ...	1	42	42	40	.....
Balsara Tuition Commercial Class.	1	10	8	8	.....
Banaji's Tutorial Commercial Class.	1	85	85	80	.....
Davar's College of Commerce ...	1	261	240	200	.....
Alexandra Commercial College ...	1	58	61	45	.....
Lentin's Commercial College ...	1	30	23	20	.....
J. N. Petit Parsi Orphanage Commercial Classes, Parel.	1	67	20	18	.....
Zoroastrian Association Continuation Commercial Classes.	1	57	30	30	.....
Reliance Commercial School ...	1	68	39	37	.....
Batliboi's Accountancy Training Institution.	1	88	60	55	.....
Poona—					
The Poona School of Commerce...	1	28	31	25	.....
Malegaonkar's Ideal Commercial Institute, Poona.	1	Information not supplied by the school.			
Chamber of Commerce Education Office, Junnar.	1	80	...	Training is given by	
Sholapur—					
The Commercial Class, Sholapur .	1	4	4	3	No

FORM No. 6—*contd.*

Expenditure						Annual cost of educating each pupil	
Local Cess	Municipal Funds	Fees	Endowments	Subscriptions and other sources	Total	Total cost	Cost to Government
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	4,008	...	...	4,008	25 0	...
...	...	1,335	...	...	1,335	17 1	...
...	...	133	1,203	...	1,336	133 9	...
...	...	1,800	...	...	1,800	42 13	...
...	...	72	...	128	200	25 0	...
...	...	5,875	...	...	5,875	69 1	...
...	...	31,000	...	...	31,000	129 2	...
...	...	1,956	...	...	1,956	32 1	...
...	...	1,000	...	...	1,000	43 7	...
...	...	83	2,705	...	2,788	139 6	...
...	...	36	...	1,411	1,447	48 3	...
...	...	...	...	2,930	2,930	75 2	...
...	...	26,377	...	...	26,377	439 9	...
...	...	1,650	...	4,935	6,585	212 7	...
...	...	...	...	...	...	...	...
correspondence.		800	...	...	800	10 0	...
expenditure incurred.					...	...	...

District and name or Class of Institutions	Number of Institutions	Number of Pupils on the rolls on 31st March 1927	Average monthly number	Average daily attendance	Provincial Revenues
1	2	3	4	5	6
COMMERCIAL SCHOOLS FOR BOYS—*concld.*					Rs.
Recognised—contd.					
Ahmedabad—					
Thakore's Commercial Institute, Ahmedabad.	1	28	9	9	.....
Yajnik's Commercial College, Ahmedabad.	1	40	13	11	.....
Surat—					
Union Commercial School, Surat	1	10	9	7	.....
Commercial School Bhagatalav, Surat.	1	20	19	17	.....
Dharwar—					
Typewriting and Shorthand Institute, Dharwar.	1	41	7	5	.....
Belgaum—					
Typewriting and Shorthand Institute, Belgaum.	1	38	45	37	.....
Total ...	23	1,302	993	841	.....
Total, Commercial Schools for Boys.	33	1,797	1,532	1,274	3,961
COMMERCIAL SCHOOLS FOR GIRLS—EUROPEANS					
Aided					
Bombay—					
Y. W. C. A., Bombay ...	1	32	32	27	2,300
AGRICULTURAL SCHOOLS FOR BOYS					
Government					
Thana—					
Agricultural School, Jambul ...	1	29	25	23	10,825
Poona—					
Agricultural School, Loni ...	1	48	47	41	16,270

FORM No. 6—*contd.*

Expenditure						Annual cost of educating each pupil	
Local Cess	Municipal Funds	Fees	Endowments	Subscriptions and other sources	Total	Total cost	Cost to Government
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	517	...	...	517	57 7	...
...	...	3,661	...	...	3,661	281 10	...
...	...	476	...	1,569	2,045	227 3	...
...	...	1,500	...	105	1,605	84 8	...
...	...	294	...	191	485	69 4	...
...	...	1,135	...	360	1,495	33 3	...
...	...	83,708	3,908	11,629	99,245	99 15	...
...	2,750	1,02,276	5,525	20,640	1,35,152	88 4	2 9
...	...	4,120	...	...	6,420	200 10	71 14
...	...	...	...	...	10,825	433 0	433 0
...	...	...	...	...	16,270	346 3	346 3

District and name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
AGRICULTURAL SCHOOLS FOR BOYS—*contd.*					
Government—contd.					
West Khandesh—					
Agricultural School, Dhulia ...	1	32	32	29	8,761
Panch Mahals—					
Agricultural School, Ambali ...	1	23	24	22	9,935
Surat—					
Agricultural School, Athwa ...	1	31	31	28	10,575
Dharwar—					
Agricultural School, Devihosur ...	1	30	30	30	8,730
Total, Agricultural Schools for Boys.	6	189	189	173	65,096
REFORMATORY SCHOOLS.					
Government.					
Poona—					
Reformatory School, Yeravda ...	1	173	163	156	45,108
Aided.					
Bombay—					
David Sassoon Industrial and Reformatory Institution, Matunga	1	342	338	338	69,027
Willingdon Boys' Home, Byculla	1	70	60	54	5,992
Total ...	2	412	398	392	75,019
Total, Reformatory Schools ...	3	585	561	548	1,20,127

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
..	...	...	...	...	8,761	273 13	273 13
...	...	...	...	500	10,435	434 13	414 0
...	...	...	...	500	11,075	354 0	341 2
...	...	...	...	...	8,730	258 0	258 0
...	...	...	...	1,000	66,096	349 11	344 7
...	...	...	...	...	45,108	276 11	276 11
...	1,325	980	1,500	23,540	96,372	285 2	204 3
...	250	30	4,339	1,051	11,662	194 5	99 13
...	1,575	1,010	5,839	24,591	1,08,034	271 7	188 8
...	1,575	1,010	5,839	24,591	1,53,142	273 0	214 2

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
					Rs.
SCHOOLS FOR DEFECTIVES					
FOR BOYS.					
Aided.					
Bombay—					
V. M. School for the Blind, Tardeo	1	52	53	36	1,300
Institute for Deaf Mutes, Mazagaon	1	32	32	21	3,620
Date's Charitable Deaf and Mute Institution, Thakurdwar ...	1	36	34	16	1,050
Poona—					
N. G. Gondhalekar's School for Dumb and Deaf, Poona ...	1	26	20	12	150
Ahmedabad—					
School for Deaf Mutes, Ahmedabad	1	39	43	33	4,067
Karachi—					
Ida Rieu Poor Welfare Association School for Blind and Deaf.	1	19	16	14	1,680
Total ...	6	204	198	132	11,867
FOR GIRLS.					
Aided.					
Bombay—					
A. M. School for the Blind, Dadar.	1	44	45	40	2,150
SCHOOLS FOR ADULTS.					
FOR MEN.					
SECONDARY.					
Aided.					
Bombay—					
Bradley Night High School, Girgaum	1	116	106	85	1,087
Nasik—					
C. C. Society's Night School, Igatpuri	1	13	14	7	50
Poona—					
Poona Night High School, Poona.	1	81	89	63	1,600
Karachi—					
Prem Mandli Night School, Karachi	1	108	127	108	400
Maratha A. V. Night School, Karachi	1	62	73	53	240
Total, Secondary Schools for Adults for Men ...	5	380	409	316	3,327

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
..	2,500	...	...	8,350	12,150	229 3	24 11
..	3,000	...	1,848	3,239	11,707	365 13	113 2
..	...	...	1,600	2,948	5,598	164 9	30 14
..	500	...	...	732	1,382	69 1	7 8
..	1,100	...	329	3,142	8,638	200 14	94 9
...	3,555	110	239	1,713	7,297	456 1	105 0
...	10,655	110	4,016	20,124	46,772	236 5	59 15
...	...	...	...	3,878	6,028	133 15	47 12
...	...	3,382	...	851	5,270	49 11	9 12
...	...	45	50	291	436	31 2	3 9
...	...	3,812	...	7,538	12,950	145 8	17 15
...	300	...	...	803	1,503	11 13	3 2
...	...	...	...	498	738	10 2	3 5
...	300	7,239	50	9,981	20,897	51 9	8 2

District and Name or Class of Institutions.	Number of Institutions.	Number of Pupils on the rolls on 31st March 1927.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
SCHOOLS FOR ADULTS FOR MEN—*contd.*					Rs.
PRIMARY.					
Government.					
Dharwar—					
Criminal Tribes Night Schools, Hubli and Gadag.	2	49	44	41	300
Bijapur—					
Criminal Tribes Night Schools, Bijapur, Bagalkot and Indi.	3	39	46	31	701
Total ...	5	88	90	72	1,001
Local Board.					
Kolaba—					
Night Schools	4	64	70	41	Included
Nasik—					
Night School	1	29	28	14	
Poona—					
Night Schools	12	281	291	171	
Satara—					
Night School	1	28	27	15	
Ahmednagar—					
Night Schools	12	311	337	240	
West Khandesh—					
Night Schools	4	96	101	74	
Total ...	34	809	854	555	.....
Municipal.					
Bombay—					
Night Schools, Bombay ...	21	704	469	369	8,050
Poona—					
Night Schools	4	146	135	53	Included
East Khandesh—					
Night Schools	2	37	37	17	
Ahmedabad—					
Night Schools	6	140	196	102	1,944
Broach—					
Night Schools	2	49	40	23	.....
Dharwar—					
Night School	1	77	74	33	182

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Total Cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	...	300	6 13	6 13
...	..	...	...	...	701	15 8	15 8
...	...	...	...	...	1,001	11 2	11 2
in the expenditure on Primary Schools.							
Do.		Do.					
Do.		Do.					
Do.		Do.					
Do.		Do.					
Do.		Do.					
...	...	...	...	...	...	...	...
...	6,500	...	...	...	9,550	20 5	6 8
in the expenditure on Primare Schools.							
Do.		Do.					
14	2,294	...	...	...	4,252	31 4	14 5
...	252	...	...	...	252	6 5	...
...	210	...	...	...	392	5 5	2 7

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March 1927.	Average monthly number.	Average daily attendance.	Provincial Revenues.
1	2	3	4	5	6
SCHOOLS FOR ADULTS FOR MEN—*contd.*					Rs.
PRIMARY—*contd.*					
Municipal—contd.					
Karachi—					
Night Schools	3	74	70	53	412
Hyderabad—					
Night School	1	40	38	22	219
Sukkur—					
Night Schools	2	30	31	25	93
Upper Sind Frontier—					
Night School	1	23	20	15	66
Larkana—					
Night School	1	31	24	19	108
Total ...	44	1,351	1,074	731	6,074
Aided.					
Bombay—					
Night Schools	18	725	687	474	.....
Nasik—					
Night Schools	6	170	201	160	380
Poona—					
Night Schools	8	305	270	212	1,648
Satara—					
Night Schools	3	63	65	44	126
Kaira—					
Night Schools	2	114	101	85	321
Panch Mahals—					
Night School	1	30	25	20	45
Broach—					
Night Schools	4	110	110	80	257
Surat—					
Night Schools	38	1,541	1,383	1,025	2,712
Dharwar—					
Night Schools	4	110	106	96	Included
Belgaum—					
Night Schools	2	88	84	51	*
Karachi—					
Night Schools	6	322	331	262	1,095
Hyderabad—					
Night School	1	35	35	28	286
Sukkur—					
Night School	1	27	31	14	.....
Larkana—					
Night School	1	55	58	46	102
Total ...	95	3,695	3,487	2,597	6,972

* Shown under Primary Schools.

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Fund.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	876	...	...	...	788	11 4	5 14
...	220	...	...	...	439	11 9	5 12
1	...	...	94	...	188	6 1	3 0
...	...	...	66	...	132	6 10	3 5
...	109	...	...	...	217	9 1	4 8
15	9,961	...	160	...	16,210	15 1	5 10
...	1,935	779	554	8,292	11,560	17 1	...
...	...	...	72	428	880	4 6	1 14
...	...	365	...	1,128	3,141	10 14	6 2
...	...	...	42	72	240	3 11	1 15
...	15	...	...	112	448	4 7	3 0
...	...	...	...	255	300	12 0	1 13
...	...	...	...	282	539	4 14	2 5
...	...	...	...	2,670	5,362	3 14	1 15
in the	expenditure on Primary Schools.						
...	...	33	...	192	225	2 11	...
...	2,088	...	...	2,565	5,748	17 6	3 5
...	...	...	...	590	876	25 0	8 3
...	180	...	...	224	404	13 0	...
...	...	...	130	128	360	6 3	1 12
...	4,218	1,177	798	16,938	30,103	8 11	2 0

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March 1927.	Average monthly number.	Average daily Attendance.	Provincial Revenues.
1	2	3	4	5	6
SCHOOLS FOR ADULTS FOR MEN—*concld.*					Rs.
PRIMARY—*concld.*					
Recognised.					
Nasik—					
Night Schools	2	27	28	20	.....
Surat—					
Night Schools	8	307	282	216	.....
Total ...	10	334	310	236	.....
Total, Primary Schools for Adults (Men).	188	6,277	5,815	4,187	14,047
Total of all Schools for Adults (Men).	193	6,657	6,224	4,507	17,374
SCHOOLS FOR ADULTS FOR WOMEN.					
Aided.					
Bombay—					
Institution for Married Hindu Ladies.	1	71	58	43	3,000
Seva Sadan Home Classes ...	1	158	154	101	1,500
Nasik—					
Night School for Girls ...	1	51	56	45	181
Poona—					
Seva Sadan Primary School for grown up Women, Poona.	1	114	138	108	1,535
Seva Sadan Primary School for grown up Women, Baramati.	1	27	34	24	433
Seva Sadan English and First Aid Classes, Poona.	1	71	84	53	1,093
Seva Sadan Sewing Class, Baramati.	1	16	20	12	200
Ahmednagar—					
Seva Sadan First Aid and Hygiene Class, Ahmednagar.	1	7 (28)	6 (25)	5 (21)	122
Seva Sadan Sewing Class, Ahmednagar.	1	11 (20)	12 (25)	10 (24)	110
Total, Schools for Adults for Women.	9	521 (48)	551 (50)	401 (45)	8,174

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Fund.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	...	...	421	421	15 1	...
...	...	...	...	1,301	1,301	4 10	...
...	...	...	...	1,722	1,722	5 9	...
15	14,179	1,177	958	18,660	49,086	8 7	2 7
15	14,479	8,416	1,008	28,641	69,933	11 4	2 13
...	600	2,777	...	2,500	8,877	153 3	51 11
...	1,625	393	...	2,478	5,996	38 15	9 11
...	...	...	...	301	482	9 10	3 9
...	...	356	...	5,120	7,011	52 11	11 8
...	...	...	...	902	1,335	39 4	12 12
...	...	214	...	3,256	4,563	54 5	13 0
...	...	...	...	610	810	40 8	10 0
...	...	...	...	496	618	19 15	3 15
...	...	34	...	476	620	16 12	3 0
...	2,225	3,774	...	16,139	30,312	50 7	13 10

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March 1927.	Average monthly number.	Average daily Attendance.	Provincial Revenues.
1	2	3	4	5	6
OTHER SCHOOLS.					Rs.
Government.					
Bombay—					
Veterinary College, Bombay ...	1	91	90	78	74,138
LANGUAGE SCHOOLS FOR BOYS.					
Sanskrit, Persian, etc., Schools.					
Municipal	6	194 (137)	177 (123)	147 (103)	1,420
Aided	50	2,995 (176)	2,891 (159)	2,388 (127)	13,226
Total, Language Schools ...	56	3,189 (313)	3,068 (282)	2,535 (230)	14,646
Music Schools for Boys.					
Aided	6 (2)	261 (1,965)	271 (2,006)	249 (1,729)	3,491
Music Schools for Girls.					
Aided	4	222 (19)	221 (18)	182 (17)	1,695
Recognised	1	17	17	16	.....
Total ...	5	239 (19)	238 (18)	198 (17)	1,695
Total, Music Schools ...	11 (2)	500 (1,984)	509 (2,024)	447 (1,746)	5,186
GYMNASIA FOR BOYS.					
Aided.					
Bombay—					
Sir D. M. Petit Gymnasium ...	1	138	130	125	120

FORM No. 6—*contd.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Fund.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	2,500	3,930	...	36	80,604	895 9	823 12
16	3,814	156	...	...	5,406	18 0	3 12
100	2,640	1,952	9,549	29,156	56,623	22 5	5 12
116	6,454	2,108	9,549	29,156	62,029	13 8	4 5
...	100	2,389	17	7,281	13,278	5 13	1 9
...	...	2,449	...	4,478	8,622	36 1	7 1
...	...	488	...	307	795	46 12	...
...	...	2,937	...	4,785	9,417	36 14	6 10
...	100	5,326	17	12,066	22,695	8 10	2 0
...	...	1,898	...	1,462	3,480	26 12	0 15

District and Name or Class of Institutions.	Number of Institutions.	Number of pupils on the rolls on 31st March 1927.	Average monthly number.	Average daily Attendance.	Provincial Revenues.
1	2	3	4	5	6
OTHER SCHOOLS—*contd.*					Rs.
GYMNASIA FOR BOYS—*contd.*					
Recognised.					
Bombay—					
J. N. Petit Gymnasium ...	1	19	19	12	.....
Total, Gymnasia for Boys ...	2	157	149	137	120
PHYSICAL TRAINING CLASSES FOR GIRLS.					
Aided.					
Bombay—					
Physical Training Class of the Y. W. C. A.	1	50	37	37	3,480
Total, School Education—Special...	395 (10)	19,559 (3,119)	18,464 (3,080)	15,049 (2,489)	12,57,363*
HOSTELS FOR MEN.					
Aided.					
Bombay—					
Y. M. C. A., Bombay ...	1	37	35	34	5,000
HOSTELS FOR WOMEN.					
Aided.					
Bombay—					
University Settlement for Women, Bombay.	1	23	25	23	2,000
Catholic Women's Hostel, Bombay.	1	12	15	12	1,200
Y. W. C. A., Bombay ...	1	60	60	60	1,000
Total ...	3	95	100	95	4,200

* Excluding Drawing

gitized with financial assistance from th
Government of Maharashtra
on 22 July, 2017

FORM No. 6—*concld.*

Expenditure.						Annual cost of educating each pupil.	
Local Cess.	Municipal Fund.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Total cost.	Cost to Government.
7	8	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a.	Rs. a.
...	...	324	...	295	619	32 9	...
...	...	2,222	...	1,757	4,099	27 8	0 13
...	...	...	...	...	3,480	94 1	94 1
20,281	1,10,960	2,74,578	36,485	3,85,119	20,84,786*	96 12	58 6
...	...	8,161	...	2,250	15,411	440 5	142 14
...	...	10,222	...	8,525	20,747	829 14	80 0
...	...	2,670	...	3,331	7,201	480 1	80 0
...	...	39,926	...	460	41,386	689 12	16 11
...	...	52,818	...	12,316	69,334	693 5	42 0

grants amounting to Rs. 448.

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